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ABSTRACT

Designed to be used by classroom teachers in combatting sex, race, and handicap stereotyping with respect to career choice, this document contains examples of activities which are appropriate for students from Kindergarten to grade twelve. The twelve activities included in the section of sex role stereotyping are grouped into three broad categories. Those which examine social roles include "The Fable of He and She" and "Going to the Source"; the examination of occupational roles includes "Take a Look at the Story Problems in Your Math Book" and "Who's Who." Activities that examine male and female traits have such titles as "Choosing Gifts," "Pressure Point," and "X: A Fabulous Child's Story." The nine activities dealing with race stereotyping focus on history and social roles ("Minorities and the Media"); education and jobs ("Bigot, Bigot, Who is the Bigot?," "Want Ads"); and cultural and personal characteristics ("That's No Excuse"). The seven handicapped student activities help students master general skills ("Leisure in Your Life"); increase career awareness and interest ("A House from Start to Finish"); and increase appreciation of the capabilities of handicapped peers ("My Fingers Don't Work"). Each activity includes information about target group, objectives, related curriculum and occupational areas, classroom time required, materials/resources needed, procedures for the activity, and activity source. Necessary worksheets and other printed instructional materials are included. (MEK)

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CLASSROOM ACTIVITIES TO COMBAT STEREOTYPING IN CAREER CHOICE

American Institutes for Research
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PART I

ACTIVITIES TO REDUCE SEX ROLE STEREOTYPING

Introduction

SEX ROLE STEREOTYPING IN CAREER CHOICE

Awareness that sex role stereotypes exist and that they limit the career options of students has been growing in past years. However, the pervasiveness of these stereotypes has not always been recognized. They exist in virtually all aspects of life. Sex role stereotypes dictate *how* people should act and what they should do, on the basis of their sex alone. Stereotypes ignore individual interests and abilities. For example, they assume that females are more artistic and nurturant than males and that males with interests in these areas are "sissies." They assume that females are too emotional and can't work under pressure, while a male's career is assumed to be more important to him than his family. Such stereotypes tend to channel women away from careers in math and science or which require physical work or getting dirty. Sex role stereotypes dictate personal and family behaviors, educational and occupational choices, and serve to limit the options which are available to students. In recent years, concrete programs and activities for combatting stereotypes have been developed and classroom teachers are beginning to learn of the role which they can play in creating a sex fair environment.

The following pages contain activities designed to be used by classroom teachers in combatting sex role stereotypes. Examples of activities which are appropriate for students in grades K through 12 are included. They represent some of the more creative approaches uncovered in a national search conducted by the American Institutes for Research.

AN OVERVIEW OF THE ACTIVITIES

The activities contained in this section can be grouped into three broad categories. These are: activities that examine social roles, occupational roles, and male and female traits. Many of the activities touch on two or more of these areas.

Activities that Examine Social Roles

There are four activities in this category. They help students look at the roles in society that men and women play and how these roles are reinforced by the media.

Activity: Families. This activity helps students in grades K-3 to look at the tasks that males and females of different ages perform in the home. Students discuss whether or not these tasks could be performed by someone of a different sex or age.

Activity: The Fable of He and She. This activity is designed for students in grades 2-4. It looks at how stereotypes of various roles are developed and maintained and how females and males can share skills and work together.

Activity: Going to the Source. This activity enables students in grades 7-12 to examine various aspects of the media to see how they promote and reinforce sex role stereotypes.

Activity: Roles of Men and Women. This activity is designed for secondary level students and involves them in a fairly wide open discussion of roles and values in our society.

Activities that Examine Occupational Roles

These activities are closely related to those in the preceding group, but have a slightly more job-oriented focus. There are four activities in this group.

Activity: Bulletin Board—The World of Work. Designed for elementary level students, this activity expands occupational perceptions and decreases sex role stereotyping. Jobs are discussed in terms of the skills which are required and the point is made that skills are not associated with a single sex.

Activity: Take a Look at the Story Problems in Your Math Book. This activity asks students in grades 3-7 to examine the number of story problems involving male, female, and mixed groups presented in their math tests, and to list the activities associated with males, females, and mixed groups. Since math is a critical filter which eliminates occupational possibilities for many females, an early awareness that math has been stereotyped as a "male" area may help to correct this.

Activity: Who's Who. This activity enables students in grades 7-9 to examine what famous males and females are noted for. A key point of discussion is whether famous women are generally known for their physical attractiveness or general "presence" rather than for their occupational achievements in physics, business, and so on.

Activity: A Case Study of Paul. This secondary level activity helps students to identify values, traits, skills, and experience of a fictitious person and use them in arriving at a career decision for that person.

Activities that Examine Male and Female Traits

There are four activities grouped in this category. They examine male and female preferences and traits and pay particular attention to the deleterious effects of sex role stereotyping on males.

Activity: Choosing Gifts. This activity is designed for students in grades K-4. They are asked to choose gifts which they feel are appropriate for various members of their families. They then examine whether there are differences in the kinds of gifts thought to be appropriate for males and females of different ages.

Activity: Male/Female Traits. The objective of this activity is to stress that traits are words used to describe people. They are not inherently "masculine" or "feminine." The activity is designed for students in grades 7-9.

Activity: Pressure Point. Designed for students in grades 7-12, this activity focuses on the different ways in which men suppress emotions and what the consequences of suppression are. It concludes by having students analyze their personal patterns for expressing or suppressing emotions.

Activity: "X: A Fabulous Child's Story." This activity for students in grades 10 - 12 helps them to examine how child rearing practices are sex stereotyped and how many people want to know if someone is male or female so they can determine if that person is acting "appropriately."

The majority of activities on the following pages involve students in special projects, and are largely self-explanatory. Necessary worksheets are provided in the accompanying packet; however, some activities do require additional materials to be provided by the teacher. Most of the activities also require some classroom discussion. Points to cover in these discussions are identified in the activity description; however, some tips on leading these discussions will be emphasized here.

- There is a tendency to discuss the differences between males and females and why these differences exist. It is equally important to stress the many similarities. When these are recognized, differences in types of jobs they hold and the roles they play in society take on new meaning.
- A great deal of sex equity information has been generated to expand options and remove artificial limitations for women. To be sure, women have suffered from sex role stereotyping, particularly in terms of the career options available to them. However, it is important to recognize the ways in which such stereotyping adversely effects males as well. This point can be stressed in class discussions; several of the activities included were designed to address this issue.

- It is important to remember that sex role stereotypes are often tied very closely to values and beliefs which are dear to people and resistant to change. Therefore some caution must be used in addressing the topic. Ideas should not be ridiculed. When there is resistance, the discussion should explore new ideas and possibilities. The point is not to coerce people into new roles but to make new options available to them.

The activities presented in this volume are designed to stand alone, and considerable information has been provided on how to use them in the classroom. However, staff awareness and training programs for all classroom teachers could contribute greatly to the effectiveness of the activities. The role which the classroom teacher plays in creating a sex fair environment is crucial. When educators are aware of stereotypes and their harmful effects, they will be better able to combat them. Staff training programs can certainly help. They might be informal discussions among classroom teachers before starting the activities; or a more structured programmatic effort could be used. Several examples of structured staff awareness and training programs are in the companion volume, *Programs to Combat Stereotyping in Career Choice.*

FAMILIES

Target Group
Grades K-3

Objective
To examine and understand the roles of family members of different ages and sexes.

Related Curriculum Areas
Language Arts, Social Studies

Related Occupational Areas
All

Classroom Time Required
30-60 minutes

Materials/Resources Needed

- Copies of the MY FAMILY handout.
- A Families Poster. The instructor may make this, and students can help by cutting out pictures from old magazines. There should be several different types of families represented: a traditional family, a single-parent family, an extended family including grandparents or aunts or uncles. The families' members should be different ages and sexes: babies, children, senior citizens. Minority families and families with disabled members should be represented.

  Related Stories for possible follow-up activities:

  Families—A coloring book for families to share. c/o McNamara, 6 Madison Avenue, Ossining, New York 10562.
  Eichler, Magrit. *Martin's Father.* Lollipop Power, Inc. Chapel Hill, North Carolina, 1971.
  Simon, Norma. *All Kinds of Families.* Albert Whitman & Co. Chicago, 1976.
  Families Grow in Different Ways. Before We Are Six Press, Waterloo, Ontario, 1976.

The Activity/Procedures

1. Ask students what things people need to know how to do in order to take care of a home and family. Write their responses on the chalkboard.
2. Write the following six job categories in another list on the board:
   a. Child care
   b. Cooking
   c. House cleaning
   d. Earning money
   e. House repair and maintenance
   f. Paying bills

Explain that these are probably some of the more important categories of things people have to do. Next have students try to decide who in each family on the Families Poster does each of the six jobs. Consider each family separately and discuss each person in the family. When students identify a person with a task, ask if any other family member could do the job.

3. Following this discussion, distribute the student activity sheets. Read the directions to the students and have them complete the sheets.

Follow-up Discussion

4. Ask students to tell who in their family does each of the six jobs. There will probably be some different family members in each category.
5. Have students put the initials of other members of their families who *could* do the job next to their drawing in each space.
6. Make the following points in this discussion:
   - Adults of both sexes can do all the jobs.
   - Children of both sexes can do most of the jobs.
   - Only babies and very old people cannot do most of the jobs.
7. Ask students to think of ways different family members can share some of the jobs. For example:
   - Two adults can earn money for the family.
   - Adults and children can share house cleaning, cooking, and maintenance.

Source

Reprinted from *Choices: Learning About Changing Sex Roles* © 1977 Jenney Publishing Co. by permission of Sherri Wagner.

The *Choices* materials include posters, a teacher's guide, and 20 additional activities for elementary and secondary students.

CHOOSING GIFTS

Target Group
Grades K-4

Objective
To examine how interests and preferences are thought to be associated with different sexes.

Related Curriculum Areas
Language Arts, Social Studies, Mathematics

Related Occupational Areas
All

Classroom Time Required
15 to 60 minutes

Materials/Resources Needed

- Copies of the GIFT LIST handout
- Play money
- Store catalogs from which pictures of objects can be cut out
- Construction paper and paste

The Activity Procedures

1. Use Ward's or Sears' or any other large catalog to cut out a variety of objects which might be gift items. (Avoid clothes.) Mount each item on construction paper and print a one-word label and the price in even dollars underneath each picture. Display the pictures on a table or bulletin board. If students prepare these pictures for the class, they may wish to display them in a store arrangement.
2. Distribute $100 in play money to each student. Distribution can take place through student bankers.
3. Distribute gift lists and tell each student to choose gifts for each member of his/her family and to pay the storekeeping students the amount of each chosen gift. Note that gift lists allow personalization due to differences in families. For writing practice, have each student write the name of chosen gifts on his/her list.

   Alternate Plan for younger students: The economic lesson is optional, therefore the money exchange may be eliminated. Beginning readers would benefit in copying gift words onto their list, but students could cut pictures from catalogs to paste on their sheets beside family names. If this plan is followed, more than one catalog will be needed.

4. When gift lists are completed, conduct a class discussion around the following questions:

   a. Why did you choose certain gifts for certain people?
   Did you choose gifts because you thought:
      - The person would really use the gift?
      - It was a gift *you* wanted the person to have?
      - It was something the person *should* want?
      - It was something *you yourself* liked?

   b. Did you select something that:
      - The person needs?
      - The person wants?
      - You want?

   c. Would you reverse the gifts you gave:
      - Mother—Father?
      - Sister—Brother?

      Why or why not?

   d. What gifts would you like to receive? What gifts would you give a girlfriend? A boyfriend?

   e. Do girls ever play with boys' toys? Do girls ever want to play with boys' toys? Do boys ever play with girls' toys? What are girls' toys? . . . boys' toys? Do boys play with dolls? (How about Action Jackson and GI Joe?) Who decides what's right?

   f. Do the gifts we give to people always need to cost a lot of money? What gifts can you think of that don't cost anything?

Source

From *Today's Changing Roles: An Approach to Non-Sexist Teaching* prepared by Educational Challenge, Inc. Copyright 1974 by the National Foundation for the Improvement of Education. Reprinted by permission.

THE FABLE OF HE AND SHE

Target Group
Grades 2-4

Objectives

- To become aware of how sex role stereotyping occurs
- To become aware of how sex role stereotyping handicaps people in life situations
- To discover how females and males can share skills and work together

Related Curriculum Areas
Language Arts, Social Studies, Creative Dramatics

Related Occupational Areas
All

Classroom Time Required
30 to 60 minutes each for the original and follow-up activities.

Materials/Resources Needed
Copy of THE FABLE OF HE AND SHE. Optional: The "Fable of He and She," an animated 11-minute film available from Learning Corporation of America.

The Activity/Procedures

1. Read *The Fable of He and She* to the students. (Summary: On an island live two kinds of creatures, the "hardybars," who hunt and build and the "mushamels," who cook and take care of the children. When the island is split in two by a storm, everyone has to learn to do everything. When the hardybars and mushamels are reunited, they share their newly acquired skills in a spirit of cooperation.)
2. After you have read the story, make two charts on the board. Label one "Before Storm" and label the other "After Storm." Have students list jobs done by the mushamels and the hardybars before and after the storm.
3. Discuss with the students:
   a. How do the mushamels and the hardybars feel about sharing their skills after the storm?
   b. How do their attitudes change?

Follow-up Activities
Creative Dramatics

1. Divide the class into four groups of about six students each
2. Ask each group to practice and act out the following scenes:
   a. Before the Storm—showing divided roles of mushamels and hardybars

b. First Celebration— showing respective contests for mushamels (cooking, beauty) and hardybars (building and hunting) and crowning of king and queen
c. After the Storm—showing each group learning new skills
d. Second Celebration—sharing of skills, crowning of She-mel and He-bar

Art

Make puppets, clay, or playdough figures for acting out the story.
Follow procedure for "Creative Dramatics" above.

Source

From *The House that Jill and Jack Built*
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BULLETIN BOARD—THE WORLD OF WORK

Target Group

Grades 3-6, adaptable for K-2

Objectives

- To expand occupational perceptions
- To expand vocabulary
- To decrease sex role stereotyping

Related Curriculum Areas

Language Arts, Social Studies

Related Occupational Areas

All

Classroom Time Required

30-45 minutes for three consecutive days

Materials/Resources Needed

- Magazines and newspapers students bring from home.
- Construction paper and glue.

The Activity/Procedures

Day one: Have students cut out pictures from magazines and newspapers showing people doing different kinds of jobs. Have them glue the pictures on construction paper for use on the bulletin board. Older students could select 3-5 pictures and write what they feel is the most appropriate job title underneath. Arrange pictures on the bulletin board.
Day two: Go over the pictures on the bulletin board and arrive at a job title for each. Older students could describe the work the person does.
Day three: Pick out some of the pictures and ask the class to give the job title and the skills required to perform the job. (NOTE THAT SKILLS ARE NOT BASED ON SEX.) If a woman is shown, ask the class if a man could do this job. *Note that the job title arrived at may have to be changed so that it is not restricted to a single sex. For example, "mailman" should be changed to "mail carrier."*)

Have the students look for pictures of nontraditional workers. In the event pictures of nontraditional workers are not available in the magazines or newspapers, have the students draw pictures in order to present a wider variety of role models in The World of Work. *(Make the point that boys and girls can choose any work role.)* This Bulletin Board can then be left on display for several weeks.

Source

The Yellow, Blue, and Red Book
Project Equality
Highline Public Schools
Seattle, Washington

TAKE A LOOK AT THE STORY PROBLEMS IN YOUR MATH BOOK

Target Group
Grades 3-7

Objectives

- To use data collection skills
- To use writing skills
- To decrease sex role stereotyping

Related Curriculum Areas
Math, Language Arts

Related Occupational Areas
All

Classroom Time Required
30-45 minutes for four consecutive days

Materials/Resources Needed

- Copies of the SURVEY OF STORY PROBLEMS IN MATH BOOKS handout
- Students' standard math textbooks

The Activity/Procedures

Day One

1. Divide the class into six groups. Assign each group a certain number of pages in the math text. Each group will further divide their pages among themselves. Each student, using the data collection form will record each story problem, within the assigned pages, which depicts only males, only females, or both males and females and list the activity of each story problem.

   Example: Bill has 42 cents and wants to buy a comic book for 50 cents. How much more money does Bill have to earn?

   This story problem would be counted as one that depicts *only males,* because only Bill was mentioned, and *buying comic books* would be listed as the activity of the story problem.

   Example: Nancy paid 27 cents for lunch on Monday, 19 cents on Tuesday, and 24 cents on Wednesday. How much money did Nancy spend on lunches?

   This problem would be counted as one that depicts *only females,* because only Nancy was mentioned, and *buying lunches* would be listed as the activity of the story problem.

Day Two

2. Have each of the six groups select a recorder. Hand a blank survey form to each recorder. The students in each group will report the information on their survey forms to the recorder. This will result in one completed survey form for each group which contains data for the group's assigned pages.
   a. Have the students in each group look at the numerical counts for each of the three groups on their survey form:

      How many problems were counted in the "only male" group?

      How many problems were counted in the "only female" group?

      How many problems were counted in the "both female and male" group?

      Do each of these groups have about the same number of story problems? Is there a greater number of problems in one of the groups? If, for example, the "only male" group has a greater number of story problems, then some of those story problems should be changed to depict "only females" or "both female and male." Point out that both males and females take mathematics and must make use of mathematic skills in their daily lives. Therefore a balance should be reflected in the text book.

   b. Have students in each group look at the types of activities for each of the three groups:

      What kinds of activities were in the "only male" group?

      What kinds of activities were in the "only female" group?

      What kinds of activities were in the "both female and male" group?

      Do these activities differ? Can females do the activities listed for the "only male" group? Can males do the activities for the "only female" group? Point out that both males and females can do most activities. Therefore a balance should be reflected in the text

3. After looking at the data, the student groups should decide how many story problems need to be rewritten to make the number and types of story problems more balance.

Day Three

4. Discuss with the class the necessity of changing some of the activities of the story problems in order to create a balance between the kinds of activities in which females and males are involved.
5. Give an example of how a story problem could be changed, e.g., change the male name to a female name, or change buying lunches to buying tools.
6. Have each group meet and rewrite story problems to create a balance in number and kind of activities in which females and males are involved.

Day Four

7. Have each group read two story problems they rewrote on Day Three. Reading the original version and the changed version would be helpful. Have the students turn in all the newly written problems and use these when students are working in that section of the book.

Source

The Yellow, Blue, and Red Book
Project Equality
Highline Public Schools
Seattle, Washington

MALE/FEMALE TRAITS

Target Group
Grades 7-9

Objective
To identify those qualities which are frequently associated with males and with females

Related Curriculum Areas
Language Arts, Social Studies

Related Occupational Areas
All

Classroom Time Required
30-45 minutes

Materials/Resources Needed

- Copies of the MALE/FEMALE TRAITS handout
- Optional materials include: Film: "A Career is Calling" available through Bell Telephone Company Educational Representative or your local Bell Telephone Company office.

The Activity/Procedures

1. Follow the instructions on the worksheet.
2. Answer the questions at the bottom of the worksheet and discuss.
3. Discuss the adjectives which are listed:
   a. Which adjectives are considered most "valuable" in society? Which are least valuable? Are these adjectives associated with one sex more than the other?
   b. When students responded to the adjectives for themselves, did they think about masculinity or femininity, or did they just think about "me, the person."
4. Discuss "traits:"
   a. Traits are distinguishing qualities or characteristics; they are just words we use to describe a person.
   b. Traits are not "masculine" or "feminine." Society determines whether a trait is masculine or feminine. Any person, male or female, can have a particular trait.

Source
From *A Career is Calling.*
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WHO'S WHO?

Target Group
Grades 7-9

Objectives
- To promote discussion about sex roles
- To facilitate understanding about the unequal status of famous males and females

Related Occupational Areas
All

Classroom Time Required
30 minutes

Materials/Resources Needed
None for students. Teachers guide discussion around the questions listed below.

The Activity/Procedures
Divide the class into teams. Ask each team to list as many famous people as they can think of. You can adjust the time limit to fit your needs. Leave enough time for discussion. Ask each team to read it's list.

Discussion questions:

1. Are there more men or women listed?
2. What kinds of things are women famous for? What kinds of things are men famous for? What are the differences?
3. Do students know anything about the people they listed or are they just famous names?
4. Do students know more information about the men listed or the women listed?
5. Of the famous women mentioned, are they often known for their physical attractiveness or general "presence" (movie stars, models, newscasters) rather than for their achievements in, say, physics, business, or economic theory?
6. What are the famous men noted for? Is there a difference from the women?
7. Is there a difference in the way men and women are allowed and/or encouraged to pursue fame and success?

Source
A Handbook for Workshop on Sex Equity in Education
American Personnel and Guidance Association
Presented in S.T.E.R.E.O. (Strategies, Techniques and Effective Resources for Equalizing Opportunities)
Arizona Department of Education
Division of Career and Vocational Education
Phoenix, Arizona 85007

PRESSURE POINT

Target Group
Grades 7-12

Objectives

- To identify different ways in which men suppress emotions.
- To compare and contrast how males and females show or avoid showing emotions.
- To be aware of the consequences of suppressing emotions.
- To analyze personal patterns for expressing or suppressing emotions.

Related Curriculum Areas
Language Arts, Social Studies

Related Occupational Areas
All

Classroom Time Required
1-2 class periods

Materials/Resources Needed
Copies of the OBSERVATION SHEET and PATTERN DETECTORS handouts for each student.

The Activity/Procedures

1. Ask for six volunteers, three boys and three girls, to take part in the three role plays described below. Do not provide any background information concerning the purpose of the role-play situations. Distribute the "Observation Sheets." Read the first role-play situation and instruct the first pair of students to improvise how they would behave in that particular situation. Then read and have the other pairs of students act out the second and third situations. Students should perform the role plays consecutively without any class discussion between them. After each role play, however, tell the students who are observing to answer the appropriate questions on the "Observation Sheet."

   Role-Play Situations

   a. "Bat"
   It is the beginning of summer, and Miguel and Sharlene take a trip to their family's summer camp. It has been unused all winter, and they begin to get it ready for the summer season. They go upstairs to the attic to air it out when something flies past them. The "something" is a large bat.

   b. "Baby"
   Kim and Paul are at home watching television when a neighbor knocks at the door holding a six-month-old sleeping infant. The neighbor tells them that she has

run out of milk for the baby and must drive to a nearby shopping center to buy the milk and other groceries. She asks Kim and Paul if they will watch the baby for a few minutes until she returns. The neighbor assures them that the baby should sleep for at least another hour, but as soon as the neighbor leaves the baby wakes up.

c. "Love Story"
Maria and Raymond buy tickets for the movie "Love Story." The picture starts out promisingly enough as two college students, played by Ali McGraw and Ryan O'Neal, fall in love, get married, and begin to build their life together. However, the couple learns that Ali McGraw is suffering from an incurable illness and does not have long to live. The movie is a classic tearjerker.

2. After the three role plays are completed and the observation sheets have been filled out, tell the students that the role-play situations were set up to bring out potential differences in the ways males and females have been taught to show or hide their feelings. Remind students that hiding emotions, particularly those emotions concerned with fear, sorrow, compassion, and tenderness, is a key element in the male role stereotype.

3. Conduct a class discussion.
   a. Did the male and female in the role play "Bat" react differently to their unwelcome guest? Did their reactions conform to stereotyped patterns of behavior? Did the male volunteer avoid expressing fear or worry?
   b. Did the female and male in the role play "Baby" respond differently to the wide-awake infant? Did their reactions conform to stereotyped patterns of behavior? Did the male volunteer avoid treating the baby tenderly? Did he avoid playing with and caring for the child?
   c. Did the female and male volunteer in the role play "Love Story" respond differently to the sad movie? Did their reactions conform to stereotyped patterns of behavior? Did the male volunteer avoid crying? Did he express his feelings in other ways?
   d. What are some words or phrases that encourage you to hide your feelings? *(To the teacher:* Examples might be: "Keep cool"; "Keep a stiff upper lip"; "Act your age—don't cry"; "Only sissies cry.") Are these expressions used more often with boys than with girls?
   e. What are some of the positive consequences of hiding your feelings? *(To the teacher:* Some points to bring out include: Other people will think you're in charge of the situation if you hide your feelings. People may learn to rely on you and look to you for leadership.)
   f. What are some of the negative consequences of hiding your feelings? *(To the teacher:* Some points to bring out include: When you hide your real feelings, you are not communicating openly and honestly with others. Suppressing your feelings can be a severe psychological burden. When you consistently hide your emotions, you may lose touch with how you really feel about things. Others may regard you as cold and lacking compassion.)

4. Distribute "Pattern Detector." Ask students to fill out the pattern detector as accurately and honestly as they can.

5. Divide the class into support groups of no more than five students to a group. Tell students that a support group is a place where students can express their reactions and where other members of the group show their respect for each individual by listening carefully and attentively. If a student does not want to share any of the responses, he or she always has the option to pass. After students have shared

reactions in their support groups, tell students to think about their responses and to consider whether they have a pattern of hiding or expressing their feelings and whether this is a pattern they would like to keep or to change.

Source

Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education
U.S. Department of Health, Education, and Welfare
Office of Education

GOING TO THE SOURCE

Target Group
Grades 7-12

Objectives

- To analyze different sources in our society that may promote and reinforce sex role stereotyping
- To compare and contrast ways that these sources portray sex role stereotypes
- To identify situations in which these sources influence personal decision making

Related Curriculum Areas
Language Arts, Social Studies

Related Occupational Areas
All

Classroom Time Required
3-5 class periods

Materials/Resources Needed
Copies of the following handouts:
GOING TO THE SOURCE: TELEVISION COMMERCIALS
GOING TO THE SOURCE: TELEVISION PROGRAMS
GOING TO THE SOURCE: MAGAZINES (Worksheet and summary sheet)
GOING TO THE SOURCE: PERSONAL INTERVIEWS

The Activity/Procedures

1. Explain to students that sex role stereotyping is taught in many ways and comes from many sources. Tell students that they will get a chance to go directly to some of these sources to see how these stereotypes are taught.
2. List "television," "magazines," and "personal interviews" on the board. Tell students to choose from these three the source of sex role stereotyping they would like to analyze. Make certain that each of the three areas has both female and male students represented.
3. Have the students form three groups according to the stereotyping source they have selected.
4. Distribute the appropriate worksheets to each group. Give students some time to read the directions and plan their strategy for analyzing their sex role stereotyping source. The planning groups should consider such factors as:
Television: Who will analyze which channels? Which nights and times will be viewed? Make certain that the Public Broadcasting Network is also analyzed. Which student or students will be responsible for summarizing the group's findings? Will each student record both commercials and programs?

Magazines: Who will analyze which magazines? Which student or students will be responsible for summarizing the group's findings?
Interviews: All age groups and both sexes should be interviewed. Which students will take responsibility for the different age groups and sexes? Which student or students will be responsible for summarizing the group's findings?

5. Inform students that in three days each group will report on its findings. Tell the groups that they will have time to meet during the next few days, report on their progress, iron out any potential difficulties, and make plans for the summary presentation.
6. After each group has a chance to give a summary of its findings, conduct a class discussion:
   a. How are the male sex role stereotypes in television, magazines, and personal interviews similar? How are they different?
   b. What words and phrases would you use to describe the male role stereotype you found?
   c. Were there any exceptions to the stereotype? Where were they found?
   d. How were the female sex role stereotypes in television, magazines, and personal interviews similar? How were they different?
   e. What words and phrases would you use to describe the female sex role stereotype?
   f. Were there any exceptions to this stereotype? Where were they found?
   g. How accurately do these stereotypes reflect what you are like? How accurately do they portray males and females that you know?
   h. Which do you think is the most powerful in channeling people to conform to sex role stereotypes: (1) television, (2) magazines, (3) people you interact with on a daily basis? Why?
   i. Think back to a time when one of these three sources encouraged you to make a sex-role-stereotyped decision. Share the situation as honestly and as accurately as you can.
   j. Think back to a time when one of these sources encouraged you to make a nonstereotyped decision. Share the situation as honestly and as accurately as you can.
   k. What can you do to change sex role stereotyping in these three sources?
   l. What other sources can you identify that promote sex role stereotyping?

Source

Being a Man: A Unit of Instructional Activities on Male Role Stereotyping
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education
U.S. Department of Health, Education, and Welfare
Office of Education

ROLES OF MEN AND WOMEN

Target Group
Grades 9-12

Objectives

- To promote awareness of values
- To aid in discussion of sex role stereotyping
- To help students consider how various roles are assigned to people

Related Curriculum Areas
Language Arts, Social Studies

Related Occupational Areas
All

Classroom Time Required
Approximately 1 hour

Materials/Resources Needed
The SEX ROLES DISCUSSION QUESTIONS handout.

The Activity/Procedures
Discuss the questions on the handout with the class. It should be a fairly wide open discussion. Have students always give reasons for their opinions. Make sure that it is possible for differing opinions to be given.

Source
S.T.E.R.E.O.
(Strategies, Techniques, and Effective Resources for Equalizing Opportunities)
The Arizona Department of Education
Division of Career and Vocational Education
Phoenix, Arizona 85007

A CASE STUDY OF PAUL

Target Group
Grades 9-12

Objective
To identify values, traits, skills, and experience of a fictitious individual and use them in arriving at a career decision for the individual

Related Curriculum Areas
Language Arts, Social Studies

Related Occupational Areas
All

Classroom Time Required
1 to 3 hours

Materials/Resources Needed
Copies of the five handouts:
GATHERING INFORMATION ABOUT PAUL
PAUL'S BACKGROUND
PAUL SPEAKS ABOUT HIMSELF
STATEMENTS MADE BY PAUL'S FRIENDS AND FAMILY
PAUL'S ALTERNATIVES

The Activity/Procedures

1. Have students read handouts 2, 3, and 4 individually, or have them read aloud to the entire class. Discuss each aspect of Paul's resume, his comments, and those of family and friends.
2. Using the information presented in handouts 2, 3, and 4, have students complete handout 1.
3. Then have each student complete handout 5. Have students present the alternative they chose to the class and give the reasons for their choices.

Source
© 1974 J.C. Penney Company, Inc.
Career Development: Education for Living.

X: A FABULOUS CHILD'S STORY

Target Group
Grades 10–12

Objective
To help students examine how child rearing practices are sex stereotyped

Related Curriculum Areas
Language Arts, Social Studies

Related Occupational Areas
All

Classroom Time Required
30–45 minutes

Materials/Resources Needed
Copy of X: A FABULOUS CHILD'S STORY

The Activity/Procedures

1. Read the handout, X: A FABULOUS CHILD'S STORY, to students. (Reading the story aloud works well even for advanced readers, but if the students are uncomfortable with this arrangement, copies can be distributed for individual reading. The story takes about 15 minutes to read aloud; less time if participants read the story individually.
2. Suggested discussion questions:
   a. What did you like about how Baby X was raised? What didn't you like? Why?
   b. In what ways were you raised differently from Baby X?
   c. In what ways have you been limited by sex-role stereotyping in your life?
   d. Would you raise a baby the way Baby X's parents did? Why or why not?

Source
Story: Reprinted by permission of International Creative Management. Copyright © 1972 by Lois Gould; published by Daughters, Inc.
Discussion questions: Project Awareness
Feminists Northwest
Seattle, Washington

PART II

ACTIVITIES TO REDUCE RACE STEREOTYPING

Introduction
RACE STEREOTYPING IN CAREER CHOICE

A disproportionate number of prestigious, powerful, and lucrative positions in America are occupied by Whites, while Third World Americans are over-represented in the unemployment lines and in the less sought-after jobs. This situation, which runs contrary to America's professed ideals, is the legacy of the discrimination that scars American history.

One important way to help correct the imbalance in the employment picture is through career education. An overarching goal of career education (Hoyt, 1977) is to provide students of all racial and ethnic backgrounds with a full range of educational and occupational opportunities. Career educators, therefore, are being asked to address systematically the impact of racial bias and stereotyping in order to maximize freedom of career choice for all. Although recent laws seek to eliminate discriminatory educational and occupational practices, legal measures alone cannot solve the problem. Recognition that there *is* a problem is also needed. There is an urgent need to enhance the awareness of the general public, particularly of youth, about the issues of discrimination and stereotyping and to educate them about the societal circumstances that led to the enactment of such laws. Because racial bias and stereotyping have great impact on career opportunity, career educators must assume an active role in eliminating them if the goal of career education is to be achieved. Refocusing American education in ways that eliminate racial barriers to career choice is thus an important part of the career education movement.

In view of all this, one might think that changing racist attitudes that lead to discrimination is the solution. Surely racist attitudes are ugly, and their elimination is important. But there are social factors of greater importance that students should be made aware of and which they should be taught to handle. These efforts are entirely consistent with the ninth goal of career education that students be made "aware of means available to themselves for changing career options—of societal and personal constraints impinging on career alternatives." (Hoyt, 1977, page 35) Career educators, however, should be aware of—and sensitive to—the fears of some that career education may have negative effects.

ISSUES IN RACIAL STEREOTYPING

Many fear that career education may serve only to perpetuate present inequities. Writing as the career education movement began, Spitzer (1970) asked "will it [career education] shut the doors of colleges to all but middle class Whites, while Blacks are fed pell mell into service occupations, trapped for life?" Behind this fear, she cites "the fact that American schools have not opened the doors of opportunity to minorities. Public education has served the needs of the dominant classes of society." In light of this, she argues that:

> Education should not only prepare people for jobs, but also for survival and community involvement in a prejudiced society. The ability to analyze, criticize and change the repressive aspects of our society are vital educational tools as well.
>
> Opportunities for penetrating new occupational areas, many with closed shops, should be implicit in the Career Education curriculum and be a way of opening up these unionized enclaves that have traditionally excluded Blacks. Further, the Black community must closely monitor this program to make sure it serves the needs of the Black and poor community, and not just industry's. There must be guarantees that minority students will not be channeled into low-paying service jobs and that their decision not to pursue a B.A. is truly their own. All students must be guaranteed a total education and not merely skills training.

These remarks apply equally well to other ethnic and racial groups.

AN OVERVIEW OF THE ACTIVITIES

There are any number of specific stereotypes, bigotries, and discriminatory practices, far too many to bring up one by one. Therefore, we have collected activities that address three major kinds of problems. Most of these can, and should, be adapted to fit local situations.

Stereotypes Concerning History and Social Roles

There are three activities in this group. They are designed to give students a broader view of the role of minority group members in American life, the struggle for racial justice, and the stereotyped portrayals that persist in our time.

Activity: Minorities and the Media. This activity provides a variety of undertakings by which students can examine how members of minority groups are portrayed (if at all) in various media. Students are further encouraged to identify stereotypes that emerge from their examination of media and to suggest ways to address these stereotypes. Many of these same techniques can be applied to textbooks or other classroom materials.

Activity: The Mystery Guest. This activity provides a variety of means for students to become familiar with the accomplishments of people from a variety of ethnic groups. These may be people from the community as well as nationally famous or historically important personages.

Activity: Black Women: Progress Toward Racial-Sexual Equality. This activity helps students to trace the struggle of Black women through a series of milestones beginning just before the start of the Civil War. Students are offered the opportunity to go into depth on any one of the topics.

Stereotypes Concerning Education and Jobs

There are four activities in this group. Some help students learn to recognize and deal with certain kinds of racial prejudice that can arise in education or on the job. Others allow students to identify stereotypes associated with work roles and to develop materials designed to reduce such stereotypes.

Activity: Racism. This activity provides for role-playing where bigotry raises its head in the course of educational program planning. Students are encouraged to identify the nature of the problem and what might be done about it.

Activity: Bigot, Bigot, Who Is the Bigot? In this activity, students are asked to analyze a situation in which a Native American assumes a supervisory role amid coffee break backbiting by other staff.

Activity: Want Ads. In this activity, students examine job stereotypes by analyzing their predictions of what characteristics a person would have who filled various positions advertised in the want ads. Students are then helped to master the distinction between genuine job requirements and unnecessary stereotypes often associated with the job.

Activity: Educational Student Productions. In this activity, students design and prepare audiovisual productions designed to highlight people working in nonstereotyped jobs.

Stereotypes Concerning Cultural and Personal Characteristics

There are two activities in this group. In these activities, students are encouraged to identify commonly attributed racial or national "characteristics" and to learn to deal with the stereotypes implied by them.

Activity: Cultural Stereotypes. In this activity, students explore common stereotyped images of various racial and ethnic groups, examine some of the reasons for these labels, the feelings evoked by being thus labeled, and what one can do to lessen such stereotypes.

Activity: That's No Excuse. Using puppets that they have made, students undertaking this activity practice resolving conflicts that arise as a result of teasing or other negative reactions to physical differences.

REFERENCES

Chambers, Bradford. "Racist Stereotypes in Career Education Materials." Paper presented at the National Conference on Combatting Stereotypes in Career Choice, Washington, D.C., November 26, 1979.

Spitzer, Sally. "Career Education: A New Name for an Old Game." EPIC, *1* (1).

MINORITIES AND THE MEDIA

Target Group

Grades 4–12. The teacher can select among the specific undertakings suggested as necessary for the age and maturity of students.

Objectives

The overall objective is to help students examine the depiction of minority people in the media. Detailed objectives are given for each activity.

Related Curriculum Areas

Social Studies, Language Arts, Journalism, Speech, and English

Related Occupational Areas

All

Classroom Time Required

Variable

Activity 1: Emphasis on Advertising

Objectives

- To develop a general understanding of advertising in the media
- To develop a general understanding of bias and stereotyping in advertisements
- To examine advertisements in the media
- To discuss the impact upon all of us of bias and stereotyping in advertising

Materials

- A variety of children's and adult's periodicals
- A variety of daily and Sunday newspapers
- Television viewing either at home or at school
- INVENTORY FOR EXAMINING BIAS IN ADVERTISEMENTS handout (You may wish to make larger or simplified versions for younger children.)

Procedures

1. Ask students, individually or in small groups, to use the inventory to evaluate the quantity of representation and the roles of various groups in advertisements. Each medium should be examined separately. Information from individual inventories may be compiled into one chart for each medium. (You may wish to prepare simplified versions of the inventory for younger children.)
2. Discuss findings and the impact of bias and stereotyping in advertising, focusing on such topics as the representation of racial, sex, elderly, and handicapped groups; how each group might feel about its portrayal in ads; and how we are influenced by this group's portrayal or lack of it.

3. Students then create new ads or redesign current ones. These may be role-played, or displayed on bulletin boards.

4. Ask students to write letters to those responsible for the ads to inform them of their findings. In addition, students may send new or modified ads to advertising agencies or to sponsors.

Activity 2: Perspectives on TV Programming

Objectives

- To organize television programs into categories for an examination of bias
- To record the race, cultural background, age, and handicap of characters on TV programs
- To analyze TV programs
- To develop an awareness of bias and stereotyping in TV programming
- To develop an awareness of the impact of bias and stereotyping upon us
- To utilize knowledge gained from an analysis of TV programs

Materials

TV listings

Procedures

1. List or ask students to list the various categories into which TV programs fall, e.g., situation comedies, mysteries, cartoons.

2. Students should then identify categories for their favorite programs, programs watched by family or friends, all programs for certain days of the week, and selected programs listed in the TV schedule.

3. Ask students to record and then discuss the race, cultural background, sex, age, and handicap (if any) of the following characters in the programs categorized above: leading character(s), secondary characters, and minor characters.

4. Based on their observations, students should analyze TV programs, focusing on such topics as why programs feature certain groups in particular categories and not others, why students prefer some programs over others, and why other viewers prefer some programs over others.

5. To develop an awareness of bias and stereotyping in TV programming, ask students to take the perspective of a member as well as of a non-member of a particular race, culture, sex, age, or handicap group in discussing such topics as whether roles are positive or negative, whether roles and setting (time and place) vary, and how often members of various groups are leading characters. Students should also identify some of the influences TV may have on people.

6. Finally, ask students to write letters to the TV networks describing their findings and giving their reactions. Additionally, students should assume the role of a TV executive in charge of programming to plan and schedule programs for a week. They should pay particular attention to the race, culture, sex, age, and handicaps of the people featured in these programs and to the way in which these people are portrayed. Especially important is the idea that people in each category should assume a variety of roles, not being relegated routinely to "victim," "hero," "villain," or some other pat category.

Activity 3: A Look at the Local Newspaper

Objectives

- To examine a newspaper to determine the quantity and quality of news items related to ethnic minority groups.
- To discuss the role of the newspaper in perpetuating racism and stereotypic thinking.

Materials

- Recent editions of newspapers, both local and from other cities. If possible, obtain different papers from the same day.
- Newsprint, scissors, tape, magic markers
- WHAT HAS THE WHITE PRESS DONE ABOUT THE RACIAL SITUATION handout
- NEWSPAPER IMAGE handout

Procedures

1. Have small groups of 4 to 5 students clip articles, pictures, and advertisements dealing with ethnic minorities. They should paste these clippings on newsprint, identify the page and section on which they appeared, and, finally, tally the total number of each kind of item found and the total number pertaining to Asian Americans, Afro-Americans, Latino Americans, and Native Americans. The "Newspaper Image" handout should be used for this exercise. The findings of each group should then be shared with the entire class.
2. Next read aloud "What has the White Press Done About the Racial Situation?" as students read their copies of this article silently. End the exercise with a class discussion focusing on such topics as the reasons that some clippings may not have appeared in all newspapers (on the same day), what sections of the newspapers featured the most and the fewest items, whether the material generalizes about a group from the behavior of a few members of that group, whether the illustrations contain caricatures of particular ethnic groups, whether articles use value-laden words, the ethnic groups reporters appear to belong to, how attitudes and beliefs influence the content of newspapers, how racism and sexism influence the content of newspapers, and whether and why people generalize about others based on what they read in newspapers.

Source

Activities 1 and 2

In Praise of Diversity: Multicultural Applications,
Gloria Grant (Ed.)
Teacher Corps, Center for Urban Education
The University of Nebraska at Omaha

Activity 3

The Handbook of Human Relations Classroom Activities
Madison Public Schools
Madison, Wisconsin

THE MYSTERY GUEST

Target Group
Grades 2-6

Objective
To familiarize students with the names, lives, and accomplishments of men and women from different cultural and racial groups.

Related Curriculum Areas
May fit into any area depending on the "mystery guest."

Related Occupational Areas
All

Classroom Time Required
15-60 minutes per presentation

Materials/Resources Needed

- Volunteer presenter who is willing to come to the classroom on a regular basis and play the mystery guest.
- Scripts or readings concerning the lives of the "mystery guests."

The Activity/Procedures

1. Early in the school year, enlist the help of people (parent, university student, senior citizen, etc.) who would be willing to visit the classroom on a regular basis. If volunteers are not available, the teacher may take responsibility for the following activity, or students can take turns as the "mystery guest" and be responsible for deciding whom to represent as the mystery guest.
2. Each week the volunteer will act out the role of "mystery guest." The volunteer should prepare or be provided with a script, which tells about the mystery guest of the week. Students can ask questions of the mystery guest and be allowed to guess who he/she might represent.
3. The volunteer, students, or teacher should compile information on people such as the following examples of mystery guests:
   Daniel Inouye—Japanese American. U.S. Senator.
   Cesar Chavez—Mexican American. President United Farm Workers Union.
   Charles Curtis—Native American. U.S. Vice President under Herbert Hoover.
   Dr. Martin Luther King, Jr.—Black. Civil Rights leader who lost his life seeking equality for all people.
   Patsy Mink—Japanese American. U.S. Congresswoman from Hawaii.
   Lucretia Mott—White. Teacher; sponsor of Seneca Falls Convention; President of American Equal Rights Association and National Woman Suffrage Association.

Lola Rodriguez de Tio—Puerto Rican. Poet; author of the Puerto Rican national anthem.

Maria Tallchief—Native American. Ballerina.

Sojourner Truth—Black. Known widely for her abolition work; she also attended and spoke at many women's rights meetings.

Herman Badillo—Puerto Rican. First person of Puerto Rico ancestry to be elected to the U.S. Congress.

Lee Trevino—Mexican American. Golfer.

Modifications:

1. After a few weeks, each child may choose a person in the community as "person of the week" and play "mystery guest."
   Students should speak about their "person of the week."
2. Have each student compile a list of mystery guests, complete with one-line descriptions. Compile these into a master list from which students can pick.
3. Students can prepare background papers on the lives of "mystery guests" or prepare scripts for other students to act out based on some important event in the mystery guest's life. These can then be compiled into a booklet as a class project.

Source

In Praise of Diversity: Multicultural Classroom Applications
Teacher Corps, Center for Urban Education
The University of Nebraska at Omaha

BLACK WOMEN: PROGRESS TOWARD RACIAL-SEXUAL EQUALITY

Target Group

Grades 9-12. This activity is likely to be most effective after some learning about both racism and sexism has already taken place; it may be especially effective with groups of all females, especially Black females.

Objectives

- To trace the main events which mark Black women's progress toward racial and sexual equality in the modern era
- To provide students with statistics on the current status of Black women in the labor force and to present information which indicates the degree of Black women's progress toward racial and sexual equality

Related Curriculum Areas

Social Studies, History, English

Related Occupational Areas

All

Classroom Time Required

1 hour per day for one week

Materials/Resources Needed

One copy per student of the HIGHLIGHTS OF THE MODERN ERA: PROGRESS TOWARD RACIAL AND SEXUAL EQUALITY handout.

The Activity/Procedures

1. Assign the reading of "Highlights of the Modern Era: Progress toward Racial and Sexual Equality."
2. Discuss events presented in the reading using questions such as the following.
   a. What did the 15th Amendment do for Black men? Black women?
   b. When did Black women win the right to vote?
   c. How do you account for the time-lag between the enfranchisement of Black men and Black women?
   d. How would you summarize in one sentence the progress of Black women in gaining racial and sexual equality?
   e. What events of the modern era have most affected your life?
3. Write the words "racism" and "sexism" on the board and list the similarities and differences of the two terms.
4. Ask students to recall working Black women whom they personally know.

5. Ask volunteers to describe a woman they know, including any analysis of: (1) how she demonstrates progress toward racial and sexual equality, and (2) how she exemplifies the continued existence of racial and sexual discrimination.
6. Ask students to brainstorm other measures of Black women's progress toward racial and sexual equality. Write these on the board and discuss what they indicate about Black women's current status.
7. Offer students the opportunity to study one of the episodes or events on the handout in more depth. Students could prepare a paper or classroom presentation on the topic.

Modification:
Identify readings on 20th Century women of other ethnic minority groups from school resources, public library holdings, local women's groups, or local ethnic organizations. Use these readings in place of or to make additions to the "Highlights" (for instance, examples of government actions specifically affecting other ethnic groups, such as the internment order against Japanese-Americans in 1942 or the Alaskan Native Lands Settlement Act of 1971). The discussion questions above may need to be tailored somewhat for these groups.

Source

Reprinted from *The Black Female Experience in America: A Learning/Teaching Guide* by Joanna Allman, Pat Bell Scott, Marian Hardin, and Sharon B. Lord
Educational Development Center
Newton, Massachusetts by permission of Sharon Lord. © 1979.

RACISM

Target Group
Grades 9-12

Objectives

- To have students identify some of the ways in which racial prejudice is communicated
- To have students participate in a role-playing situation in order to better empathize with and understand the feelings of another person
- To have students participate in a role-playing situation in order to better understand their own feelings and attitudes regarding racism

Related Curriculum Areas
Social Studies, English

Related Occupational Areas
All

Classroom Time Required
1 hour minimum

Materials/Resources Needed
One copy of the ROLE PLAYING SITUATION handout for each small group of five to six students

The Activity/Procedures
Note: If students have had no experience with role-playing or feel self-conscious about it, you may wish to introduce a few simple role-playing situations before undertaking this activity. Resources are:

Birtha, C. (Ed.) *Handbook of Human Relations Classroom Activities.* Madison, Wisconsin: Madison Public Schools, updated, pp. 374-80.

Chesler, M. & Fox, R. *Role-playing Methods in the Classroom.* Chicago: Science Research Associates, Inc., 1966.

1. Ask students to form small groups of five or six. Distribute the handout describing the situation that is to be role-played and ask students to read it silently.
2. Ask students to complete the stem questions listed at the bottom of the handout in private. Then ask students to share their responses in their small groups.
3. Have students role-play the situation described to a satisfactory conclusion, using their own responses to the stem questions. One student should take the role of Ms. Fernandez and another student should take the role of Mr. Brown. If possible, each student should have an opportunity to role-play at least one role in the situation. For each role-play situation, a recorder should write down the conclusion reached.

4. Have each group come to the center of the room to share the conclusions reached. Encourage comments or questions from other students.
5. At the conclusion of each group presentation, the teacher should assign each group an issue to discuss. These should include:
   Can you think of any situations in your school or your community of which this situation reminds you?
   Give some examples of Mr. Brown's behavior that might be considered racially prejudiced.
   Do you think Mr. Brown would have behaved differently if Ms. Fernandez had been a White woman? What might be some reasons for this?
   What did you discover about your attitudes regarding prejudice in this activity?
   How would you feel and what would you do if someone called you a racist?
   Do you think the situation would have improved if Ms. Fernandez had stayed and talked with the principal?
   Did you assume that Mr. Brown is White? What does this imply?

Modifications:

If you think it would be more valuable, substitute any other ethnic group for Chicanos in the story.

Ask students if their reactions to any other ethnic group would have been any different. Discuss why they might feel this way.

After each group has shared its solution, have a large group discussion using the discussion questions.

Role-play situations that are racist in nature and which are based on historical fact or which are described in literature students are reading.

Have students study the attainments of various Hispanics to dispel the notion, should any of the class have it, that Mr. Brown is essentially correct in his unfavorable assessment. The people studied could be nationally known or of historical importance; they could also be local people successful in a variety of endeavors.

Source

Handbook of Human Relations Classroom Activities
Department of Human Relations
Madison Public Schools
545 W. Dayton Street
Madison, Wisconsin 53703

BIGOT, BIGOT, WHO IS THE BIGOT?

Target Group
Grades 8-12

Objectives

- To identify examples of bigotry contained in a story
- To identify stereotypes used by individuals in a story to describe an ethnic minority group
- To discuss and record the social implications of the bigotry contained in the story
- To develop a strategy for combatting the bigotry contained in the story

Related Curriculum Areas
Social Studies, English

Related Occupational Areas
All

Classroom Time Required
2-3 hours (teacher may wish to split the activity into parts and use over 2-3 days)

Materials/Resources Needed

- Several copies of THE STORY handout
- One copy of THE STORY stem questions for each student

The Activity/Procedures

1. Discuss with students the meaning of the terms stereotype, bigotry, prejudice, and scapegoat.
2. Have students form small groups, preferably of no more than six, and distribute one copy of "The Story" to each group. Ask one student to read the story aloud.
3. Distribute the stem questions and ask students to respond to them individually and silently. Then have students within each small group share their responses.
4. Using the four objectives of this activity, assign each group the task of accomplishing one of the objectives using the story of John Nole. That is, one group will write down examples of bigotry, the next examples of stereotyping, the third the social implications of the bigotry in the story, and the fourth strategies for combatting the bigotry in the story. Each group should select one person to act as recorder.
5. Once discussions are completed, have the recorders come to the center of the room to form a circle. Each recorder should report the discussion of his or her small group. Questions or comments should be encouraged.

6. At the conclusion of the reporting, lead a class discussion using the following questions:
   a. How often do you think conversations like this occur? Give examples of other incidents like the one described in the story.
   b. What are some reasons for the feelings expressed toward John Nole, a person Barbara, Fred and Tom do not know well?
   c. What would you have said if you had been part of the conversation?
   d. Do you think the conversation would have been the same if John Nole had been there? How would you explain your answer?
   e. If John Nole had been there, what do you think he would have said or done?
   f. What does bigotry do to people who practice it?
   g. What does bigotry do to people against whom it is directed?
   h. What differences are there between Tom and someone like Archie Bunker in terms of how their biases are acted out?

Modifications:

If you think it would be more valuable, substitute any other ethnic group for Native Americans in the story.

Ask students if their reactions to any other ethnic group would have been any different. Discuss why they might feel this way.

Have students role-play the situation in which John Nole enters and overhears the conversation. Proceed with the process as described after the role-playing is completed.

Substitute discussions about actual situations particularly those based on historical events that had far-reaching implications for American society, e.g., 3/5 of a man clause U.S. Constitution, Menominee Termination, Chinese Exclusion Act, and Japanese Internment Camps.

Substitute situations described in literature and proceed as described.

Follow-Up:

Instruct students to watch for other examples of bigotry that may occur in their school and bring them to class for discussion.

Source

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WANT ADS

Target Group
Grades 7-9

Objective
To provide awareness of job stereotyping by analyzing the assumptions one makes in reviewing materials

Related Curriculum Areas
Social Studies

Related Occupational Areas
All

Classroom Time Required
1 hour

Materials/Resources Needed

- Copies of the WANT AD WORKSHEET
- Employment ads from local newspaper

The Activity/Procedures

1. Bring want ads from a recent newspaper into class. Select jobs which reflect ethnic stereotypes (including *white* stereotypes) and cut these out or circle them. Have each student complete the WANT AD WORKSHEET for several ads.
2. Have students cut out employment ads and categorize them by sex, race, age, or disability of likely job holders.
3. At the completion of 1 and 2, students can volunteer or be selected to describe outcomes aloud. The teacher should help students make distinctions between job *requirements* (e.g., skills or experience needed) and job *stereotypes* (e.g., ethnic stereotypes). The teacher should also discuss with students how stereotypes develop and why they are almost always unrealistic.

Source
Reprinted from *Stereotyping*, by Benson, Carlson, and Larsen,
© 1976, by permission of Benson, Carlson, and Larsen Publishers,
St. Paul, Minn.

EDUCATIONAL STUDENT PRODUCTIONS

Target Group

Grades 9-12 (The product of the activity is usable at grade levels K-8.)

Objectives

- To provide community role models in a variety of career areas (especially minorities in nontraditional careers)
- To create student awareness of careers in the local area
- To give students hands-on experience with equipment used in communications careers

Related Curriculum Areas

Journalism, Communications Technology, English, Social Studies

Related Occupational Areas

Communications careers plus all career areas of those community members being filmed or videotaped

Classroom Time Required

2 to 6 weeks, 1 hour per day (may be longer on occasional days)

Materials/Resources Needed

Local community members are needed as subjects in creating productions about a variety of careers in the local area. As far as possible, these should be minorities in careers in which members of the group are traditionally underrepresented. The activity requires access to 35mm cameras and slide film or videotaping equipment and cassette, audio cassettes, and audio production equipment. Production assistance for both the film and the tape cassettes may be arranged through voluntary services of local radio and television stations and experienced community members, if school facilities are not adequate.

The Activity/Procedures:

1. Explain to students that they will have the opportunity to make films, videotapes, or slide shows of people working and explaining their work. Explain that the products will be useful for showing younger children about different jobs; as production progresses, encourage students to think of other possible uses of the materials.
2. Have high school students form "production companies" of about six people including, as necessary, a producer/director, audio technicians, photographers, and writers. Have students submit job applications and participate in interviews for the jobs. Even though students will assume different roles, as in any production company, all should share in decision making as to topic and approach.

3. Arrange for guest speakers to work with the students in the areas of photography, writing, audio production, development and testing of storyboards, and other steps in production.
4. Each production company is responsible for one production. Have company members select a subject for their production, the type of production—slide/tape, videotape, etc.—it is to be, and what its purposes are. Since there may be several productions, representatives from each crew may meet to coordinate their efforts and to arrive at a complementary set of materials. The various production tasks such as script writing, contacting individuals to be photographed, and producing the tapes should be assigned to appropriate individuals by company members themselves.
5. When the production is completed, have each production company schedule a showing of its production to at least one group of its choice, such as an elementary classroom, a service club, or a parents' group. In the course of these showings, production company members can evaluate their own success based on audience reaction and whether or not the purposes established for the production have been served. The teacher can assist in developing questionnaires or other instruments, but the evaluation should be designed and executed by the students.

Source

Santa Cruz Career Education Project
402 Martines Street
Nogales, Arizona 85621

CULTURAL STEREOTYPES

Target Group
Grades 5-12

Objectives

- To help students recognize that stereotyping exists
- To have students write a definition of the word "stereotype"
- To have students examine stereotypes they have used or heard regarding a variety of nationalities and ethnic minority groups
- To have students discuss the danger of stereotyping in order to clarify their own attitudes regarding stereotyping
- To help students eliminate stereotypes in their thinking and speaking

Related Curriculum Areas
Social Studies

Related Occupational Areas
All

Classroom Time Required
One class period

Materials/Resources Needed
One copy of the NATIONALITIES CHECKLIST for each student

The Activity/Procedures

1. Pass out the checklists and have students complete them according to the directions given.
2. After students have filled out the lists, have them share their lists in small groups of five or six. They may keep their own checklists or put all checklists in a pile and pick one to read. Individual lists should not be identified by name in the latter case.
3. Select one student in each group to be a recorder with responsibility to compile the stereotypes listed for each group. In order to speed up this process, you may want to divide the list in sections so that each small group will report on only some of the different nationalities or ethnic groups.
4. Once the stereotypes have been compiled, ask each group to write a definition of a stereotype. Also ask the groups to write down what they consider to be some of the effects of stereotyping.
5. Bring the large group back together. Have the group recorders list the stereotypes, definitions, and effects of stereotyping generated by the small group. Encourage comments or questions from the rest of the students.

6. Lead a discussion seeking answers to those of the following questions that are most suitable for the age and maturity of your class. Alternately, students could select among these as essay topics.
   a. What is a stereotype?
   b. How do we stereotype people?
   c. Which groups were most often negatively stereotyped? Why do you suppose this is?
   d. Which groups were most often positively stereotyped? Why do you suppose this is?
   e. Which groups were least stereotyped? Why do you suppose this is?
   f. What's the difference between a positive stereotype and a negative stereotype? Can a stereotype really be positive?
   g. When do people use stereotypes most?
   h. When do people use stereotypes least?
   i. Are stereotypes regarding ethnic minority groups used today?
   j. What are some of the reasons for stereotypes being used today?
   k. How is name-calling related to stereotyping?
   l. What can you do or say when you read something with stereotypes in it? When you hear someone make a stereotyped remark?

Modification:
Instead of, or in addition to, defining stereotyping and its effects, students could answer the following stem questions:

When someone puts a label on me, I feel _____
_____

I think one reason people put labels on each other is _____
_____

I think the most negative adjective on our group's list is _____
_____

because _____

When you stereotype or put labels on groups of people _____
_____

Source

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THAT'S NO EXCUSE

Target Group
Grades 4-6

Objective
To identify ways of dealing with conflict that results from physical differences.

Related Curriculum Areas
All

Related Occupational Areas
All

Classroom Time Required
One class period or more at teacher's discretion

Materials/Resources Needed

- Puppet making directions (see references)
- Materials to make puppets

The Activity/Procedures

1. Write enough descriptions of puppets that differ along some physical dimension for everyone in the class. For example, the puppets may differ from each other in terms of body shape, hair color, skin color, whether they wear glasses, whether they have a physical disability, height, hair type—curly, straight, etc. Have students pick a description from a hat and make a puppet accordingly.
2. Divide the class into small groups to make plays about how their puppets are teased because of their physical uniqueness. Suggested guide questions for students are:
   a. How do you handle the teasing?
   b. What ways can the puppets resolve the conflicts?
3. Observe the skits, seeing how students handle conflict. Finally, lead a discussion about how people feel when they are teased about their appearance, making the point that humans are all unique just as the puppets are. The point should also be made that a wide range of physical characteristics are found among people and that their differences should be appreciated rather than made fun of.

Source

Handbook of Human Relations Classroom Activities
Department of Human Relations
Madison Public Schools
545 W. Dayton Street
Madison, Wisconsin 53703

References:

"Morris the Midget Moose," 7-minute film #1366
"The Toymaker," 15-minute film #3611
Puppet-making directions may be found in *Create*, one in a series of nine books by Educational Services, Inc.
All of the above references are available for use through the Madison Public Schools.

PART III

ACTIVITIES TO REDUCE HANDICAP STEREOTYPING

Introduction

CAREER EDUCATION AND THE HANDICAPPED STUDENT

The activities that follow are intended to help you, the teacher, set handicapped students on the path to greater career opportunities. A variety of methods are offered because there are a variety of steps you may need to take. Before providing an overview of the activities, a few words about terminology and stereotypes seem in order.

SOME PRELIMINARIES ON TERMINOLOGY

"Disabled" or "handicapped?" Which is the better term? The U.S. Office of Education uses "handicapped" to refer, collectively, to people who are mentally retarded, hard of hearing, deaf, orthopedically impaired, other health impaired, speech impaired, visually handicapped, seriously emotionally disturbed, or who have specific learning disabilities. "Handicapped" is the term most commonly used in education and is used in laws and regulations at both the state and local levels as well.

Some, however, feel that "disabled" is preferable, arguing that it has a less pejorative connotation than does "handicapped." Others feel that "handicapped" is not pejorative, and that "disabled" is subject to misinterpretation—that it may be taken to apply only to people injured in automobile accidents, industrial mishaps, and the like. We will not attempt to resolve the issue here and have used both terms here to give variety to the text. While one or the other term may emerge as clearly the more acceptable in the near future, both terms are now in common use.

Much more important than the word one chooses, however, is the person's frame of mind. The key is to focus attention on the nurturance of potential and not unduly on the limitations. It is not good to ignore a disability, of course, but, the most productive approach is to bear in mind that, in the long run, it is what the person *can do* that counts.

SOME PRELIMINARIES ON STEREOTYPES

All sorts of stereotypes exist. The important thing to recognize about many of them is that the specific content of the stereotype is not as important as the existence of a stereotype at all. Still, it is possible to identify some common classes of stereotypes, their effects, and what teachers can do about them. Before doing so, however, it is worth pointing out that these stereotypes and their effects are far from universal. To jump ahead, many handicapped kids come equipped with social and other generic skills needed for career success, and are as aware of the options the world offers as are others their age; moreover, some nonhandicapped children are largely free of unfounded presumptions of incapability on the part of their handicapped peers.

Stereotype 1: Disabled children have to be protected from the hurly-burly of the world. It is true, of course, that everyone must learn to cope with life's vicissitudes, and that a person's capabilities and limitations are quite germane to determining how that individual copes. In some cases a disability does indeed serve to define situations to avoid. However, excessive solicitousness and overprotectiveness can arise all too easily. The individual exposed to too much protectiveness may become essentially an underachiever with a poor self-image. This may manifest itself as discouragement about the future, withdrawal from learning and working situations, lack of personal planning, or some other undesirable trait that interferes with the realization of the person's full potential. Thus, the teacher may need to pay special attention to helping the student master interpersonal, time management, job seeking, and other general skills.

Stereotype 2: There is only a very small range of careers that handicapped people can expect to pursue. An unfortunately common habit of the mind is to ruminate on the problems that a person with this or that disability might have in satisfying certain job requirements. Often, such ruminations identify genuine problems but are still essentially obfuscatory for a couple of reasons. First, they direct attention to jobs that a person probably could not do, which is not very helpful—each of us is suited for some things and not others, with the former being much more worth thinking about than the latter. Second, most jobs are within reach of a great many handicapped people, including some jobs that seem unlikely on the face of it; by picking out some of the more extreme difficulties, one tends to subordinate this fact— again, an unhelpful approach. An effect of all this is that handicapped people may be presented with few opportunities in education to learn about and become interested in careers that they might well find rewarding. Thus, the teacher must grasp opportunities to introduce students to a wide variety of careers.

Stereotype 3: Handicapped people are excluded from full participation in most activities by their disabilities. This is really a more general statement of the first stereotype, representing the same unfortunate habit of mind broadly applied. It tends to divert attention from the many ways in which various disability-related problems can be overcome—a greater appreciation is needed for the fact that many, perhaps most, tasks can be accomplished in ways other than those routinely used. It is important that nonhandicapped children come to appreciate more fully that people with disabilities *can* accomplish many tasks that may seem unlikely at first blush. The teacher needs to provide activities that give nonhandicapped students the chance to learn this firsthand.

AN OVERVIEW OF THE ACTIVITIES

The activity overviews below are grouped according to the class of stereotype they are primarily designed to address. Most, of course, can have secondary benefits in addressing other stereotypes, and all will, in one way or another, be useful in getting handicapped and nonhandicapped children to work together. Most activities have several objectives, among which one can select as need be.

Activities to Help Students Master General Skills

There are two activities in this category. As you look over the descriptions and the activities themselves, notice that they are responsive to needs that may exist for students who are not officially identified as "handicapped." This is all to the good—it allows the activities to be used with mixed groups of students and serves to emphasize that handicapped and nonhandicapped students have many of the same needs.

Activity: Basic Interpersonal Skills. Designed for elementary school students, this activity offers tips on helping students gain the following: ability to follow simple instructions, ability to engage in suitable conversation, ability to accept friendly teasing, confidence in personal ability to perform tasks in class, independence in carrying out tasks, assumption of authority when appropriate, and initiative in helping others.

Activity: Leisure in Your Life. Designed for students in grades 5 to 8, this activity helps students to recognize the importance of leisure activities in meeting physical, intellectual, social, and emotional needs. It also helps students to see the relationship between school subjects and leisure activities and how the latter are related to one's work, aptitudes, interests, and environment.

Activities to Increase Career Awareness and Interest

The two activities in this category introduce students to careers in science, technology, and construction. While the approaches differ, each provides the opportunity to stimulate interest in major fields of endeavor and is suitable for nonhandicapped as well as handicapped students.

Activity: A House From Start to Finish. Designed for junior high school students whose reading ability lags behind their intellectual level, this activity uses very simple language to introduce a wide variety of careers related to construction. The full range of occupations is represented, including professional and entrepreneurial occupations, skilled trades, and semi-skilled jobs.

Activity: People in Science Observe the Natural World. Designed for students in grades 8 to 11, this activity emphasizes the importance of observation in science and shows that a person need not have all five senses to be a perceptive observer. In the course of the activity, students become familiar with a variety of scientific and technical occupations and discover that people with many disabilities can make the observations necessary to engage in these occupations. The questioning techniques illustrated in this activity can be generalized to practically any occupational area, using pictures from books or periodicals, or even the children's own art as a starting point for discussion.

Activities to Increase Appreciation of the Capabilities of Handicapped Peers

These activities give students a chance to "experience" certain disabilities through simulations of them. Each activity gives the participants an opportunity to experience not only some of the limitations associated with various disabilities, but also to explore ways in which these limitations may be overcome. The latter is a particularly important feature: students *must* come away from each of these activities with a clear understanding that, given practice and adaptive techniques, a person with a disability can accomplish many things that may seem very difficult at first. An analogy to sports might be helpful, for example, that novice skaters ("blade-footed people," if you like) face great difficulty when they first venture onto the ice, but that they become vastly better with practice.

Activity: Out of Sight. In this activity, students are asked to perform a variety of tasks while blindfolded. They then identify some simple aids and environmental adjustments that allow tasks to be performed more readily and try their hands again in the improved environment.

Activity: My Fingers Don't Work. In this activity, students, their hands encased in bulky gloves, experience the frustration of trying to perform a series of tasks that require fine motor coordination. They are then helped to identify ways to get around the problems encountered, to practice some of them, and to generalize them into principles that could be applied to a variety of tasks.

Activity: Communication Without Spoken Words. In this activity, students attempt to exchange information without any verbal communication, either written or oral. Following this, they identify their successes and failures and try again, this time with minimal communication aids. Most often the communication will go much more smoothly with these modest adjustments.

BASIC INTERPERSONAL SKILLS

Target Group

Elementary school aged children, primarily, but it can be used with children from 3-15 years of age.

Objective

The objective of this activity is to help students with physical, emotional, or mental impairment to begin to develop some of the general interpersonal skills necessary for success on many jobs. Unlike most others in this book, this "activity" is really a collection of activities, each very briefly stated, that you can use to facilitate successful performance.

Related Curriculum Areas

General

Related Occupational Areas

All

Classroom Time Required

Varied

Materials/Resources Needed

- BEHAVIOR INVENTORY RESOURCE SHEET
- ACTIVITY RESOURCE SHEET
- Certain of the activities require commonly available classroom equipment or materials, as stated in the sheets.

The Activity/Procedures

1. Use the "Behavior Inventory Resource Sheet" to identify those areas in which the child most needs to improve interpersonal skills.
2. Select an activity from the "Activity Resource Sheet," adapting as necessary for the individual child.

Source

From *Career Adaptive Behavior Inventory and Career Adaptive Behavior Activities for the Disabled,*
© 1979 by Thomas P. Lombardi. Reprinted by permission.

The complete inventory covers the following 10 areas: Academics, Communication, Interest, Leisure Time, Motor, Responsibility, Self-Concept, Self-Help Skills, Socialization, and Task Performance. Activities are suggested for developing 12 general skills in each area. Activities presented here were selected from the Communication, Responsibility, and Self-Concept areas.

BASIC INTERPERSONAL SKILLS

HOW TO USE THE INVENTORY

Rating may be accomplished by two methods. *Direct observation* of the student demonstrating that skill or expressing that desire is best. For some items it will be necessary to "solicit" a response by requiring the behavior to be executed. Using 5 or 10 trials will allow the rater to be more accurate as to the degree of mastery of that skill.

Some items will probably be rated by the second method, *memory*, rather than by *direct observation*. For example, item 4 is a judgmental item. The rater must determine the score either from long term interaction with the student or by questioning someone who has had such interaction such as the student's parent. Naturally, some students may be able to supply the appropriate rating themselves.

It is advisable, once the Inventory is completed, to check the ratings with another person familiar with the child. When particular ratings are in conflict, the rater should reevaluate through direct observation or interaction with the student. The purpose of the rating is to give a generic indication of status in these important areas. Results should not be used in isolation for any of the categories but rather incorporated with other evaluative formal, informal, and observation information. Areas of weaknesses should be remediated/developed if possible. Areas of strengths should be directly applied in realistic career education.

BEHAVIOR INVENTORY RESOURCE SHEET*

Basic Interpersonal Skills Some of the basic skills necessary to function effectively in a career	Rating							Basis for Rating			Comments
	Not applicable (0)	Unable to perform/ exhibit (0)	Able to perform/exhibits infrequently (1–20%) (1)	Able to perform/exhibits occasionally (21–40%) (2)	Able to perform/exhibits frequently (41–60%) (3)	Able to perform/exhibits most times (61–80%) (4)	Able to perform/exhibits fully (81–100% of the time) (5)	Memory & Observation (3)	Observation (2)	Memory (1)	
1. Listens and follows one simple verbal command											
2. Initiates or pursues appropriate conversation topics											
3. Able to accept friendly teasing											
4. Displays confidence in doing tasks											
5. Works independently once directions are understood											
6. Assumes authority when situation demands it											
7. Displays initiative in assisting others											

* Please read "How to Use the Inventory" before filling in this sheet.

	PHYSICAL	EMOTIONAL	MENTAL
1. Listens and follows one simple verbal command.	If the student is deaf, teach him/her to use and understand gestures. Using puppets is a good way to do this. If the student can read, write down the instructions. Go over the actions with the student, then let him/her repeat the actions alone. For example, give the student a letter with the principal's name on it and go with the student to the office. Next time let the student go alone.	Be sure to have the student's attention before talking. Make requests that make the student feel important, e.g., "Please turn off the lights." Let the student do something he/she enjoys once the request has been satisfied. Give the student a puppet and let the puppet perform the task. Play games like 'Simon Says.' Know the student's interests and ask him/her to do something he/she will enjoy, maybe, 'draw a car.'	Be sure to use words the student will understand. Work with the student on understanding words like "give," "put," "bring," and "take." Give commands that are very specific, for instance, "Put on your hat." Immediately after the student has completed the task give praise or other reinforcements if necessary. Make sure the student is able to carry out the command immediately.
2. Initiates or pursues appropriate conversation topics.	If the student has difficulty speaking, have patience. Do not make the student feel he/she has to hurry as he/she might just give up. Show understanding and be prepared to listen.	Watch T.V. programs or movies with the student and discuss them afterwards. Make the student feel that his/her views are important and show interest in what he/she has to say. Ask open-ended questions that will encourage the student to give his/her own opinion. Let the students tape their conversations. They usually love to hear themselves on tape.	Talk to the student about persons and other subjects with which he/she is very familiar. Praise the student for starting conversations. Have the student describe a picture or an object so that he/she has something concrete in front of himself/herself to talk about. Have the student bring his/her favorite things to school to talk about them. Read articles from newspapers and magazines to the class and have them discuss the topics afterward.

	PHYSICAL	EMOTIONAL	MENTAL
3. Able to accept friendly teasing.	Set up a situation where someone teases the teacher in front of the student. Have the teacher accept this and react appropriately. When the chance arises tease the student a little. Reinforce an appropriate reaction by complimenting the student for accepting this teasing.	Activities suggested under physical are appropriate for the emotionally disturbed student. Explain the importance of getting along with others. When teasing the student, be very gradual in the amount so that the student builds up a friendly tolerance.	Activities suggested under physical also apply to the student with slower mental development. Make it a sharing experience. When the student is being teased, laugh along with him. If the student doesn't laugh, explain to him that it is all in fun. Give the students a chance to tease each other as well as the teacher, but stress the importance of knowing the person you tease fairly well.
4. Displays confidence in doing tasks.	Design activities which the student is capable of doing. Praise the student's work, and stress positive rather than negative comments. See that he/she is successful at these activities.	Design activities that the child can identify with and use in situations in her/her present life style. This gives a desire to do the task correctly because the student knows he/she can use it. Praise the student's work, and stress positive rather than negative comments. See that he/she is successful at these activities.	Don't expect "too much, too fast," and don't assign activities to the student that are too hard to complete. Praise the student's work, and stress positive rather than negative comments. See that he/she is successful at these activities.
5. Works independently once directions are understood.	Place the student in a study room or activity center after going over directions. Go in to see him/her in a few minutes and reward him/her (praise) for any work completed independently. Increase the amount of time left alone and the amount of independent work expected.	Activity similar to that for the physically handicapped but you may wish to use a timer. Tell the student that when the timer rings, you will bring a reward if he/she has completed a certain amount of work.	Use the activities described for physically and emotionally handicapped students; however, before the student is left alone have him/her repeat the directions and explain what he/she will be doing. You may need to start the student off or give a concrete example of the task.

	PHYSICAL	EMOTIONAL	MENTAL
6. Assumes authority when the situation demands it.	Set up a situation where the child is responsible to get something done. For example, building a house out of blocks. Let the child select two helpers. Watch as the child instructs the helpers in building the house. If you see the child become angry, watch how he/she handles the situation. Correct him/her if he/she expects too much out of the helpers. Reinforce correct behavior.	The activity described under physical applies also for emotionally disturbed students. Observe the student carefully to make sure that he/she is not in an anxiety provoking situation. If so, make the activity less complicated.	Begin with a situation which has no wrong or right answer, but a decision has to be made (e.g., what shirt to wear), and reinforce the student for any decision. Gradually provide more complex situations in which the student will have to make a decision. Continue to reinforce the student for making decisions, as long as they are acceptable. Gradually reinforce less until no reinforcement is necessary for making decisions.
7. Displays initiative in assisting others.	Make a special effort to encourage and, if necessary, request that the physically handicapped student offer assistance. Often they are the constant receivers of assistance. Giving an older or stronger physically handicapped student the responsibility for getting a task done with younger or weaker students may encourage this initiative. Allow students to prepare a list of their strengths and weaknesses. These can be placed on a board so classmates may know whom to contact for support in arithmetic problems, opening tight lids, etc.	Many of the suggestions for the physically handicapped are useful for the student with emotional problems. Make sure the students are aware of how they can help others. Reward each child who is helpful to others without being asked. Give each student 5 "Thank you" cards to give to people who help him/her through the day. At the end of the day, tally the number of "Thank yous" which a student has collected.	Same as for the physically and emotionally handicapped. It may be necessary at first to assign the retarded student to perform a particular task for someone, perhaps the teacher. After asking the student each day (e.g., hold open the door, please), see if he/she automatically holds the door without a request. Transfer from simple responsibilities to more complex ones. Transfer assisting the teacher to assisting other students and parents.

PHYSICAL	EMOTIONAL	MENTAL
These can be placed on a board so classmates may know whom to contact for support in arithmetic problems, opening tight lids, etc.		

For all three: Encourage disabled students to assist the nondisabled, and encourage the nondisabled to accept this help.

LEISURE IN YOUR LIFE

Target Group

Learning Disabled and Emotionally Disturbed Students in grades 5-8

Objectives

- To differentiate between leisure and work
- To compile a list of various possible leisure activities
- To state how aptitude, interests, and environment affect one's choice of leisure activities
- To identify the relationship between formal learning in school and leisure activities
- To describe how leisure activities may help to satisfy physical, intellectual, social, and emotional needs

Related Curriculum Areas

General, but most likely to be useful in social studies

Related Occupational Areas

All

Classroom Time Required

Variable, depending on how many of the specific activities are undertaken

Materials/Resources Needed

- Pictures of people engaged in work and leisure activities taken from newspapers or magazines. You may wish to include pictures in which some people are at work while others are at leisure (e.g., a waiter serving diners) and others that are ambiguous (e.g., someone riding a horse, or someone at a desk reading and writing). Also, be sure that disabled and minority men and women are shown in a wide variety of roles.
- A timeline like the following.

Leisure Activities at this age _____

0-3 years	3-5 years	6-8 years	9-10 years	11 years	12 years	13 years

- Magazines, newspapers, paste, scissors, and paper
- Teacher prepared worksheet with school subjects in one column, leisure activities in the other; stamps, envelopes, and paper

The Activity/Procedures:

During the course of activity, certain issues are likely to arise. You should be alert to them and ready to lead a discussion of them. The first issue in particular should be brought up if students don't come up with it on their own.

Issue 1: In what leisure and work activities do disabled people engage? Why are so few shown in the media? Depending on the individual, disabled people engage in almost anything you would care to mention. If students do not believe this, you may wish to assign the more skeptical to research the topic. They can contact advocacy and consumer groups, nearby state or national parks, resorts, or other sources. (An excellent film, *A Matter of Inconvenience,* which shows a group of disabled skiers in action, is available from the Stanfield House, P.O. Box 3208, Santa Monica, California 90403.) There are many reasons why so few handicapped people are shown in the media either at work or at play—these range from unthinking omission to outright discrimination. You may wish to have students write to various recreational facilities to find out about their policies regarding disabled visitors and to purveyors of leisure products to determine why so few disabled people are included in ads.

Issue 2: Do students' ideas differ as to what constitutes work and leisure respectively? If it should turn out that way, you may wish to lead a discussion to the effect that what some see as work, others see as leisure—construction or cooking as pastimes or jobs, for example. You may also wish to have students discuss some reasons for this, which may range from individual predilection to socioeconomic differences to the results of sexual or racial stereotypes.

Issue 3: Is intellectual activity work? Is it leisure? Depending on the circumstances, it can, of course, be either. Discussion should help students to appreciate both that those who work primarily with their minds really *do* work and that intellectual endeavors qualify for many as desirable leisure pursuits.

1. Using pictures of people in various situations, have students identify the people working and at leisure.
2. Have students prepare a scrapbook of people working and at leisure.
3. Have the students name or list activities they participate in frequently.
4. Have students make a collage of outdoor leisure activities and indoor leisure activities.
5. Ask each student to think of a particularly enjoyable leisure activity. Discuss as follows:
   a. How did you first become interested in the activity?
   b. What skills or talents are needed to do this activity successfully?
   c. Did anyone help you to be successful at the activity?
   d. Is what you learn in school related to this activity? If so, how?
6. Have students do a timeline showing their most common leisure activities at various ages. Have students look for leisure-time activities that have remained constant in their lives and activities that have come and gone. Discuss reasons for these changes. What changes do students project for the future and why?
7. Give each child a list with leisure activities in one column and school subjects or skills in another. Have each student match the activity with the subjects or skills to which it is related.
8. Discuss why leisure activities are just as important as school and work activities for helping meet our needs. (They help us enjoy life, relieve frustration, use our creative talents, etc.)
9. Allow part of the day to be devoted to writing different states or countries (their Chambers of Commerce or local travel agencies) to learn about leisure activities available in these areas. Have students compare the information thus collected with similar information collected about their own community.

10. Give students an opportunity to demonstrate activities and interests developed at home. Various art projects, science projects, music, etc. can be shown or demonstrated.

11. To expose the student to a variety of leisure activities, list many possible types on the blackboard. Arrange in groups of: outdoor, domestic, mechanical, social, crafts, independent, travel, service to others, and other. Then go through these and place tally marks beside the ones your students have participated in. Make a list on paper too. Ask the students to add to this list any other leisure activity they discover through research, or talking with family and friends.

12. Have small groups make charts similar to the following:

Leisure activity	*Needs it may fulfill*
Monopoly	intellectual (reads and remembers, follows rules)
	social (plays with others)
	emotional (makes feel smart)
Baseball	physical (uses energy)
	social (teamwork)

Source

Adapted from *Towards Individual Crowth by Experiencing Reality* by Cowan, et al, Special School District of St. Louis County

A HOUSE FROM START TO FINISH

Target Group

Hearing impaired junior high school students. (Many hearing impaired students of normal intelligence read far below grade level because of delayed language development. For them, materials are needed that present career information of suitable sophistication for their age level, yet do so in very simple terms. The resource sheets for this activity were designed to do this. They should, of course, be useful for poor readers whether or not hearing impairment is implicated in their difficulties.)

Objective

The student will be able to identify job areas in construction

Related Curriculum Areas

Industrial Arts, Social Studies, Economics

Related Occupational Areas

Architecture, contracting, building trades, horticulture

Classroom Time Required

1-2 hours

Materials/Resources Needed

- The CONSTRUCTION RESOURCE SHEETS
- A collection of photos or drawings of workers in construction-related occupations such as:

architect	nursery worker
contractor	carpenter
plumber	roofer
finisher	electrician
cement mason	laborer
landscaper	inspectors

The Activity/Procedures

1. Find out how much the students already know about construction jobs, using such questions as:
   a. Has anyone watched a house being built?
   b. Does anyone you know have a job building houses? Or bridges? Or . . . ?
   c. What are some of the jobs people do to build a house? A bridge? A . . . ?
2. Have children read the "Construction Resource Sheets" and take the quiz. This can be a review for those who know a lot, and a learning experience for those who do not. Discuss with students the roles that these and other workers play in construction.

3. Have students look through books, newspapers, or magazines to compile the collection of photos and drawings listed under "materials."
   Have each student research and write a story describing responsibilities of one or two kinds of workers shown in the collection. Have students include discussions of how their interests and abilities relate to job requirements, employment prospects, what kind of training is required, or in some other way go beyond a simple rendition of the "A carpenter does . . . " variety.
4. Visit a construction program at a high school or vocational school. Discuss training and job opportunities with students and staff. Participate in an ongoing project at the high school or vocational school.

Source

Dallas Independent School District

PEOPLE IN SCIENCE OBSERVE THE NATURAL WORLD

Target Group

Eighth through eleventh grade students, primarily, although younger children may be able to use it successfully as well.

Objectives

- To explore how people in science use five senses to observe the natural world
- To introduce science careers and the fact that handicapped people can succeed in them

Related Curriculum Areas

Science, Electronics, Computer Programming

Related Occupational Areas

Agri-Business and Natural Resources, Environment, Communication and Media, Health, Marine Sciences

Classroom Time Required

Minimum of 1 hour

Materials/Resources Needed

The PEOPLE IN SCIENCE RESOURCE SHEETS. (Note that this activity can be adapted to other areas of endeavor by using pictures of workers in fields other than science.)

The Activity/Procedures

By Way of Introduction. The focus of this activity is on observing through the five senses: tasting, hearing, seeing, smelling, and touching. If an individual is considering a science career, his or her ability to observe will be important, but that person need not have use of all five senses to be a perceptive observer.

People do not all have the same ability to use their senses. For example, some people see better than others, or some people have a more acute sense of smell than others. In choosing a career, a person's individual abilities should be carefully considered so that the person uses his or her talent to the greatest advantage.

Specifically, this activity allows disabled students to realize that even without certain senses there are many opportunities open to them in science.

At the same time, certain of the optional activities allow all students to understand the implications of certain sensory disabilities *and,* the more important point, that people with one or the other of these disabilities are quite capable of making many observations and performing effectively on tasks related to science careers.

STEP 1: INTRODUCING THE CONCEPT OF "OBSERVATION" IN SCIENCE

HOW DO YOU THINK PEOPLE IN SCIENCE FIND OUT ABOUT THE NATURAL WORLD? Answers will vary. At first your students will probably say that they study it, read about it, and talk about it. Point out that those in science look at the natural world, listen to it, taste it, and smell it.

On the blackboard, write the words TOUCHING, HEARING, SEEING, SMELLING, AND TASTING.

CAN YOU THINK OF ONE WORD THAT DESCRIBES WHAT PEOPLE IN SCIENCE DO WHEN THEY USE ONE OF THESE SENSES TO GET INFORMATION ABOUT THE NATURAL WORLD? Try to elicit the word OBSERVE. Write it on the board. (If you sign in your classroom, discuss with your students the significance of the sign for "observing," as they might think of observing primarily as a visual experience and disregard the other four senses.)

WHAT DOES A SCIENTIST DO WHEN HE OR SHE LOOKS AT AN ANT COLONY IN ORDER TO STUDY IT? Observe.

WHAT DOES A SCIENTIST DO WHEN HE OR SHE SMELLS A CHEMICAL REACTION IN ORDER TO STUDY IT? Observe.

WHAT DOES A SCIENTIST DO WHEN HE OR SHE TOUCHES A PLANT TO FEEL ITS SURFACE? Observe.

CAN YOU THINK OF OTHER EXAMPLES OF SCIENTISTS OBSERVING? Answers will vary. Elicit answers until you are certain your students understand that scientists observe with one or more of their five senses.

STEP 2: INTRODUCING WAYS IN WHICH SCIENTISTS OBSERVE

Pass out the resource sheets.

LET'S LOOK AT PICTURES OF SOME SCIENTISTS WHO ARE OBSERVING AS PART OF THEIR WORK. AS WE LOOK AT EACH OF THESE PICTURES, I AM GOING TO ASK YOU SOME QUESTIONS. Write the questions on the blackboard as you introduce them so that your students can think about them throughout the activity.

- WHAT DO YOU THINK THE PERSON IS DOING?
- WHAT SENSES ARE BEING USED BY THE SCIENTIST(S)?
- COULD A DEAF PERSON DO THIS TASK/JOB? A BLIND PERSON? A PERSON WITH LIMITED USE OF THE HANDS?

LET'S START WITH PICTURE #1. WHAT DO YOU THINK THIS PERSON IS DOING? The person is touching a piece (fragment) of a skull. It appears that the person might be interested in how the jaw operates, perhaps for archeological, anthropological, or medical reasons.

WHAT SENSES ARE BEING USED BY THIS PERSON? The person is getting information by touching the skull and looking at it (seeing).

COULD A HEARING IMPAIRED PERSON DO THIS TASK/JOB? Yes, a deaf or hard of hearing person could do this job if trained to look for important aspects of the skull.

COULD A BLIND OR VISUALLY IMPAIRED PERSON DO THE TASK/JOB? Yes, the jaw is clearly sturdy enough to touch and the parts are large enough for the relationship among them to be discerned in this way. Depending on the degree of impairment a visually impaired person could proceed as a person who has no functional vision does, or use a magnifier to facilitate visual inspection.

COULD A PERSON WITH LIMITED USE OF THE HANDS DO THE TASK/JOB? Maybe. It would depend on whether or not the person could move the jaw well enough to observe the necessary relationships. The jaw is probably not heavy, is of a convenient size to grasp, and does not have to be moved far. Thus, weakness, somewhat limited finger dexterity, and limited range of motion are not likely to be overwhelming problems. You may also want to discuss the performance of this task by someone whose hand shakes a lot—the key point being *not* whether the scientist can

personally replicate the presumably smooth motion of the jaw, but whether the scientist can move the jaw well enough to discern the motions of which the jaw is capable. And, then again, what about somebody with *no* use of the hands?

NOW, LOOK AT #2. WHAT DO YOU THINK THESE PEOPLE ARE DOING? One worker is seated at a screen (oscilloscope) which is displaying some information about a dolphin, perhaps the sounds the dolphin makes. Notice that this person has some auditory aid in his ear. This could either be part of the equipment or could indicate that this person is hearing impaired. The other person is standing behind the first. This person has earphones and is listening to the sounds the dolphin makes. They are both studying communication among dolphins.

WHAT SENSES ARE BEING USED? The first person studies the screen with his eyes (seeing). The second person is looking at the screen (seeing), and also listening (hearing) to the sounds the dolphin makes through earphones.

COULD A BLIND OR VISUALLY IMPAIRED PERSON DO THIS TASK/JOB? Yes. Hearing the sounds does not require vision and controls on the console can easily be modified to make adjustment possible. (Depending on the design, no modifications may be necessary.) For a partially sighted person, various magnifiers, attachments, or alternate approaches can be used to obviate most problems that might arise from an inability to see the screen clearly.

COULD A PERSON WITH LIMITED USE OF THE HANDS DO THIS JOB/TASK? Yes. Arm supports or control knob modifications may be needed, but design modifications would seldom be difficult.

COULD A HEARING IMPAIRED PERSON DO THIS TASK/JOB? Such a person could study communication among dolphins. The pattern on the screen almost certainly is used to display the frequency patterns of the dolphin calls. A hearing impaired person might be very interested in studying communication because of his or her familiarity with the equipment used to test speech production and his or her unique understanding of the importance of communication.

NOW, LOOK AT #3. WHAT DO YOU THINK THESE PEOPLE ARE DOING? One person is typing information into a computer. The other one is reading the print-out, after the information has been processed.

WHAT SENSES ARE BEING USED? Both people need to see well. The person typing has good eye-hand coordination and finger dexterity.

COULD A PERSON WITH LIMITED USE OF THE HANDS DO THIS TASK/JOB? It is quite possible that such a person would have trouble typing in the information, although the amount of trouble would depend on the details of the person's disability, the design of the console, and whether or not suitable adaptive equipment is available. But don't let the students jump to conclusions. Speed of data entry using a keyboard is *not* the critical factor in many computer sciences occupations in which logical thinking, mathematical reasoning, and like capabilities—which have nothing to do with moving your fingers lickety-split— are of paramount importance.

COULD A HEARING IMPAIRED PERSON DO THIS TASK/JOB? Yes, such a person could do this job if trained in computer work. In fact, a hearing impaired person might have an advantage as he or she would not be easily distracted by the noise of the machine as others might.

COULD A BLIND OR VISUALLY IMPAIRED PERSON DO THIS TASK/JOB? There may be problems in using the keyboard, seeing the screen next to the keyboard, or reading the printout. For many visually impaired people various magnification devices may solve these problems. Braille printers are available, although fairly expensive. Various reading aids may also be helpful. Again, though, be sure that students recognize that mathematical ability is the main thing in many occupations, and have them draw out the implications.

NOW, LOOK AT #4. WHAT DO YOU THINK THIS PERSON IS DOING? This person is working with a tape recorder in the field. She is probably taping the sounds of the birds. She might use the binoculars to spot and/or identify specific birds.

WHAT SENSES ARE BEING USED? For the binoculars, the woman needs to use her eyes (seeing). For the tape recorder, she uses her sense of touch to turn it on and off and adjust the volume, tone, etc. She also uses her eyes (seeing) to see when the tape is used up. Most importantly, she uses her sense of hearing to know when and what to record.

COULD A HEARING IMPAIRED PERSON DO THIS TASK/JOB? A profoundly deaf person might be able to do this job to a degree. Certainly such a person would be unable to hear the sounds to record. However, working with a hearing person might enable the deaf person to operate the tape recorder. Hard of hearing researchers may or may not have a problem, depending on the circumstances. Also, the sound indicator which is on many tape recorders might enable the hearing impaired person to know when to record. Furthermore, in some research it is important to make recordings at specific time intervals, for instance, every five minutes. Certainly a hearing impaired person could perform this task as the critical factor for recording is time, not sound. A hearing impaired person would have little difficulty using the binoculars, unless finding a bird depended upon hearing it first.

COULD A PERSON WITH LIMITED USE OF THE HANDS DO THIS TASK/JOB? The tape recorder should not be a serious problem, although cunning selection of a model with easy-to-use controls, or even control modifications may be needed. Use of the binoculars may or may not be a problem depending on their weight, whether or not they can be mounted on a stand, the amount of weight a person can lift, and how often they are really needed.

COULD A BLIND OR VISUALLY IMPAIRED PERSON DO THIS TASK/JOB? Tape recording in response to sound (or elapsed time) is no problem. If birds truly have to be identified by sight, as opposed to by call, this would be an insurmountable difficulty for many people in this category working alone, perhaps most.

DID WE DISCUSS ANY TASK/JOB THAT COULD NOT BE DONE BY A DISABLED PERSON? A few of the tasks/jobs might be more difficult, but almost all of the tasks/jobs could be done independently by a disabled person. The point to emphasize is that disabled people can often adapt the task/job to fit their abilities. In other words, physically disabled people can find careers in science that allow them to contribute their special skills and abilities.

Follow-up Activities:

1. Observation in Specific Science Careers

   Note: This activity is for students who have strong language ability.

   Purpose: To explore observation in the context of specific science careers.

   Your students might be interested in knowing the names given to the people who do the kind of work pictured on the resource sheets. For each picture, ask the following two questions to start a discussion:

   - WHAT DO YOU THINK THE PERSON IS STUDYING?
   - WHAT DO YOU THINK HE OR SHE WANTS TO FIND OUT?

   Use the following information about each picture in your discussion.

   (1) This person might be a *paleontologist*. A paleontologist studies fossils to learn about prehistoric forms of life.

   (2) These people might be *zoologists*. A zoologist studies animals. These zoologists might be studying the language of dolphins.

   (3) These people might be *statisticians*. Statisticians design experiments, collect, and classify data. They often use computers.

   (4) This person might be an *ornithologist*. Ornithologists study birds.

2. Other Careers
   Have students find drawings or pictures of people in other scientific or non-scientific occupations. Have students describe how the person makes observations and how people with various disabilities could make these observations.
   a. Have students investigate the work of people in other scientific or technical occupations that especially interest them. Have students describe how the person makes observations and how people with various disabilities could make these observations.
   b. Have students identify two or three careers in non-scientific areas that interest them. Ask them to identify observations required in those careers and to discuss how people with various disabilities could make such observations.
3. Invite a disabled scientific worker to class to describe, or better, demonstrate, how he or she makes various observations. (The more improbable the observations would seem to be on the face of it, the better.)
4. Have students perform one of the activities which follow: "Out of Sight," "My Fingers Don't Work," or "Communication Without Spoken Words." Discuss how principles for dealing with the world uncovered in those activities could be applied in making observations in scientific or other careers.

Source

Adapted from: Joanna B. Stolte, *Is Science a Possible Career for You?* (Philadelphia: Research for Better Schools, Inc., 1978); with permission of the publisher.

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OUT OF SIGHT

Target Group

Junior and senior high school students, primarily; also useful for staff training. No more than 10 people should participate at a time.

Objectives

- To experience the frustration resulting from a visual handicap
- To explore the coping mechanisms of people who are visually handicapped

Related Curriculum Areas

General

Related Occupational Areas

All

Classroom Time Required

Approximately 60 minutes

Materials/Resources Needed

- Fifteen three-dimensional symbols arranged on a table and covered with an opaque cloth. Symbols should be about 4 inches from top to bottom. (Letters and numbers that can be purchased in most hardware stores are excellent.)
- Symbol chart to be taped on the wall beside the entrance showing the 15 symbols, with space next to each in which students can sign their names.
- Blindfolds
- A ruler
- A pie tin

The Activity/Procedures

1. Explain the purpose of the exercise briefly, and have each participant sign his or her name next to one of the symbols on the chart.
2. Ask participants to put on their blindfolds.
3. Direct participants to the table where the cloth has been removed; ask them to find their individual symbols. Be sure that the table is away from walls to give people plenty of opportunity to knock things to the floor. Also, do not suggest that people organize their work cooperatively—give them the chance to experience the annoyance of having others move things around.
4. Ask some of the participants to arrange the symbols in a straight line, like a line of type. Ask others to array 8 to 10 of them in a circle.

5. Ask for ideas on how to make these tasks easier. Draw out ideas of teamwork, of environmental redesign (e.g., pushing the table into a corner to make it harder to knock things off), and of assistive devices (e.g., guides to help arrange the objects).
6. Institute the improvements suggested in the Step 5 discussion and ask students to repeat Steps 3 and 4 so that they can experience the benefit of certain coping mechanisms. Discuss the implications of such coping mechanisms for performance in school or on the job.

Follow-up Activities

1. Visit a school (maybe your own!), an industrial facility or business, or some other site where blind or visually impaired people are at work. Discuss with them how they meet various difficult-seeming job demands.
2. Invite a speaker to the classroom to describe how he or she copes with job demands. Arranging for a speaker may be done by students as part of a class activity.

Source

Adapted from *Everybody Counts!* by Michael J. Ward, Robert N. Arkell, Harry G. Dahl, & James H. Wise, by permission of The Council for Exceptional Children. © 1979 by The Council for Exceptional Children.

MY FINGERS DON'T WORK

Target Group

Junior and Senior High School students primarily; also useful for staff training

Objectives

- To experience poor fine motor coordination
- To experience the frustration of not being able to perform simple tasks
- To explore ways of overcoming certain of the effects of poor fine motor coordination.

Related Curriculum Areas

General

Related Occupational Areas

All

Classroom Time Required

30–60 minutes

Materials/Resources Needed

- One pair of work gloves per participant (Fingers should be stuffed with tissues.)
- One pair of scissors per participant
- Sheet of paper
- Coins (dimes or pennies are best)

The Activity/Procedures

1. Discuss objectives briefly.
2. Ask participants to untie their shoes.
3. Give each participant a pair of work gloves to put on. (Gloves should be worn on opposite hands.)
4. Ask participants to:
   a. tie shoes
   b. fold a piece of paper
   c. zip up or button an article of clothing
   d. pick up some coins from the floor
   e. cut paper

   Variation: You might wish to communicate impatience with the group's slowness in performing various fine motor tasks. Later, the group's feeling about the additional "pressure" of the group leader might be discussed related to how a handicapped individual might feel about not performing up to expectations.

5. Discuss the frustration of not having one's fingers perform as expected.
6. Ask students to identify the basic problem in each Step 4 task. (Generally, the problem is that things were too small to handle.) Then ask them what kinds of changes could be made that would allow the person to do the basic task intended. You will have to vary the phrasing and the hints for the age level. Some possibilities (not the only ones):
   a. *Tie shoes.* Eliminate the requirement—wear loafers and use a long-handled shoehorn that is easy to grasp.
   b. *Fold a piece of paper.* Practice. Try using a ruler to help define the edge.
   c. *Zip or button.* Select clothing with large buttons or zipper tabs. Wear pullovers or clothing with "velcro" fasteners or elastic waists.
   d. *Pick up coins.* Slide a piece of paper under the coin, fold the paper around the coin, dump the coin from the paper onto a table and use one hand to slide the coin off the table and into the other. (Be sure to let them try this—it is a little tricky at first but vastly easier than doing it with gloves alone. It is easy to see that you would become proficient with only a little practice, rendering routine an otherwise frustrating, almost impossible task.)
   e. *Cut paper.* Use a paper cutter—good fine motor coordination is not needed.
7. Ask students to generalize these solutions to arrive at the principles involved. (The principles are: use a different item to arrive at the same basic end—one which eliminates the troublesome aspect; use an assistive device; perfect your skills using the capabilities you have.) Discuss how these strategies might be useful on the job.

Follow-up:

1. With the gloves still on, go for a walk around the school. Visit the library, various classrooms, and other areas to engage in common school activities (e.g., consult the card catalog, adjust a microscope, read a book, pick up a food tray.) Have students note which activities are very hard to do, which are somewhat hard to do, and which present no particular problem; that some things are *not* a problem is itself an important lesson. Have students discuss how the general strategies in Step 7 could be used to overcome specific problems encountered.
2. Invite someone to class to demonstrate some equipment adaptations. (If this person is disabled, all the better.) Have students use the adapted equipment with gloves off as well as on. Conduct a discussion leading to the point that adaptations do not interfere with operation by people with good fine motor coordination—they only make it easier for everyone to participate.

Source

Adapted from *Everybody Counts!* by Michael J. Ward, Robert N. Arkell, Harry G. Dahl, & James H. Wise, by permission of The Council for Exceptional Children. © 1979 by The Council for Exceptional Children.

COMMUNICATION WITHOUT SPOKEN WORDS

Target Group
Junior and senior high school students primarily; also useful for staff training

Objectives

- To facilitate communication among participants
- To increase awareness of people with no speech
- To give participants practice in non-verbally expressing an idea

Related Curriculum Areas
General

Related Occupational Areas
All

Classroom Time Required
Approximately 30–40 minutes

Materials/Resources Needed
None required

The Activity/Procedures

1. Tell students to pick a friend, and, without using spoken words, sounds, or writing, suggest something that would be fun to do after school today. The friend should convey why it is not possible to do that. ("Yes" is just too easy.)
2. After about five minutes, say, "Now you may use words. See if you were able to understand what your friend was saying. Also, say how it felt not to use spoken words, and why you chose the way you did to communicate." The whole group can relate how it felt trying to understand a non-talking person. Ask the group to consider what the objectives of the exercise might have been.
3. Some exchanges will have gone smoothly, in other cases there will have been misunderstandings. Ask what caused the misunderstandings. (Most likely, the problem will be with pantomimes gone awry.) Then have students repeat the exercise, suggesting something different and requiring another negative reply. ("Yes" is still too easy.) This time, give each student a "ration" of five words of his or her choosing to write down.
4. Repeat Step 2, asking students if they found it easier this way. (They should have.) Discuss the implications of this for working with people who cannot hear. (You do not have to write everything down, even without much practice you can get ideas across pretty well this way, and so on.)

Source

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WORKSHEETS

ACTIVITIES TO COMBAT STEREOTYPING IN CAREER CHOICE

AMERICAN INSTITUTES FOR RESEARCH

FAMILIES

MY FAMILY

Directions: List the people in your family below:

_____ _____

_____ _____

_____ _____

_____ _____

Draw a picture of the person or persons in your own family who does each job in the spaces below.

HOUSEWORK	COOKING	EARNING MONEY
FIXING THE HOUSE, THE CAR	**PAYING BILLS**	**CHILD CARE**

Reprinted from *Choices: Learning About Changing Sex Roles* © 1977 Jenney Publishing Co. by permission of Sherri Wagner.

CHOOSING GIFTS

GIFT LIST

Let's pretend. Suppose someone gave you a lot of money and you could buy gifts for your family. Choose something for each person.

NAME	NAME
NAME	NAME

From *Changing Roles. An Approach to Non-Sexist Teaching* prepared by Educational Challenge, Inc. © 1974 by the National Foundation for the Improvement of Education. Reprinted by permission.

CHOOSING GIFTS

PLAY MONEY

$1.00	$1.00
$1.00	$5.00
$10.00	$5.00
$10.00	$20.00

THE FABLE OF HE AND SHE

Film adaption by Lyn Reese

A long time ago, on an island called Baramel there lived wonderful birds and beasts. Among them were the savage chuck-a-chuck, the fierce mushmoo and the wild melachuck. On the island there were two kinds of people, hardybars and mushamels. There were old and young hardybars and mushamels and they lived together in families. The hardybars did all the building and hunting.

"Mushamels are too timid to face the fierce melachucks," they said.

"Right," said the mushamels.

"They are too soft to escape the fangs of the awful chuck-a-chuck. We are strong, we will hunt," declared the hardybars. "Mushamels don't know how to build houses. So we will build all the houses that need to be built."

"Oh, yes," said the mushamels.

Only one hardybar, called He-bar, wanted to do things differently.

"Can't we do some cooking? Can't we make houses pretty? Put some paint on them?"

"He-bar, hardybars do *not* paint. That is *not* a hardybar thing to do," cried all the others. So he didn't.

The mushamels were best at cooking and watching babies.

"Mushamels make things sweet and nice. That's what *all* mushamels like to do best," they said.

Only one mushamel, She-mel disagreed.

"Oh, not me, I'd rather be fighting chuck-a-chucks instead of standing over a stove in a hot kitchen all day."

The other mushamels groaned, "She's so peculiar. So odd." So She-mel didn't do what she wanted.

Each year in Baramel there was a great holiday called Om-pah Day. The hardybars went to one end of the island to celebrate, the mushamels to the other. Each held all sorts of contests. The hardybars had contests in sawing wood, pole climbing, and mushmoo catching. The fastest and bravest hardybar was named hardybar of the year. The mushamels held contests too. Their contests were in gardening, cooking, dancing and beauty. The winner, with cheers and tears, became mushamel of the year.

Suddenly, in the midst of the festivities, disaster struck! The skies darkened, the wind blew, lightning struck. Then, with a shudder and a shake—earthquake! And the island split in two!

When the storm was over, much to their surprise, the hardybars found themselves separated from the mushamels by a huge body of water. And there was no way to reach each other across that cold and swift ocean.

"What are we going to do? We need houses," the mushamels loudly cried.

"I can't hunt chuck-a-chuck," said one.

"I can't build shelters," said another.

"We'll freeze," they all said.

Then She-mel took charge.

"Hold it everyone and stop crying! I, for one, do not plan to freeze—or starve. Come on."

Finding clay, She-mel constructed a sturdy hut. In front she planted some flowers.

"Oh, yea for She-mel," everybody cheered.

"And now, we're going hunting."

"Now She-mel, you're going *too* far," said an older mushamel. "Only hardybars can face the fierce mushmoo."

"Don't worry, I have a plan."

She-mel had everyone sneak up to the nearest mushmoo and surround it.

"Now, everybody sing as loud and high as you can," she commanded.

All did as they were told and the noise was so piercing that the mushmoo roared and stamped and fell over dead.

"Hey, we did it!" cheered the mushamels.

Meanwhile, the hardybars had problems of their own.

"If those children don't stop crying I'll lose my mind," moaned one. "Be quiet, be quiet! Oh, I hate little children."

That made He-bar speak up. "Wait, that doesn't work very well. I have an idea."

And he made some clever swings which held the children firmly and kept them happy. The children were happy, the adults were delighted.

"Hooray for He-bar," everybody cheered.

"Okay, hardybars, dinnertime," one hungry person called.

"Oh, dear, hardybars can't cook," was the reply.

"I believe I could whip up a little something," said He-bar. Get me some pom-pom berries, a kettle and dig a hole."

He-bar's first meal was chuck-a-chuck and pom-pom berry stew in peanut butter sauce. But little by little all the hardybars learned and their cooking improved.

Time passed. Hardybars and mushamels lived separately on each side of the great gap. Then one day—REVERSEQUAKE! A great force pushed the island together again. With much kissing, the two groups were united.

"Now that we're together again, everything will return to normal," said one hardybar.

"Oh no, things are going to be different. We've learned to do some new things. Watch!"

And the mushamels showed them how they built their houses.

"Wow. Interesting construction technique," commented the hardybars. Let's show the mushamels what we can do!"

Soon the hardybars announced, "Fried chuck-a-chuck pie with pom-pom pudding topped with creamy mushmoo whip."

"Mmm," sighed the mushamels.

From then on things were different in the land of Baramel. Both hardybars and mushamels built homes, hunted, cooked, planted gardens and tended children. And they both shared with each other new ways to do their work.

That year, on Om-pah Day, everyone was grateful to He-bar and She-mel for helping them change their ways.

"The prize of hardybar of the year goes to He-bar and the prize of mushamel of the year goes to She-mel."

"Yea, yea." Everybody was happy with the choices.

The people wanted the names of He-bar and She-mel to be remembered. So from then on they called all hardybars "he" and all mushamels "she." And so they still are called in Baramel—and in a few other places.

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TAKE A LOOK AT THE STORY PROBLEMS

SURVEY OF STORY PROBLEMS IN MATH BOOKS

Name of Student _____

Name of the math book _____

Publisher _____ Copyright date _____

Survey is from page _____ to page _____

Number of story problems that depict only males: _____

What activities do these story problems describe? _____

_____

_____

Number of story problems that depict only females: _____

What activities do these story problems describe? _____

_____

_____

Number of story problems that depict both females and males: _____

_____

What activities do these story problems describe? _____

_____

MALE/FEMALE TRAITS

Below is a list of qualities, in front of which are two columns. In Column I, check off those qualities which you think describe **yourself**. After you have gone through the list, fill in Column II, placing an "M" next to those qualities you usually associate with men; a "W" next to those qualities usually associated with women; or a "B" next to those qualities you associate with both sexes equally. **Do not go back and change any answers.**

Column I	Column II		Column I	Column II	
_____	_____	athletic	_____	_____	talks a lot
_____	_____	active	_____	_____	moody
_____	_____	self-confident	_____	_____	strong
_____	_____	decisive	_____	_____	good with children
_____	_____	shrewd	_____	_____	responsible
_____	_____	home-loving	_____	_____	wants to get ahead
_____	_____	aggressive	_____	_____	patient
_____	_____	sensitive	_____	_____	hysterical
_____	_____	dedicated	_____	_____	organized
_____	_____	emotional	_____	_____	sincere
_____	_____	kind	_____	_____	good with numbers
_____	_____	logical	_____	_____	loving
_____	_____	independent	_____	_____	neat in habits

SUMMARY:

Answer the following questions:

How many adjectives did you think applied mostly to men? _____

How many adjectives did you think applied mostly to women? _____

How many did you think applied equally to both sexes? _____

Note the adjectives you checked off as describing yourself.

In how many cases did you have a check followed by an "M" (if you are male) or a check followed by a "W" (if you are a female)? _____

In how many cases was your checkmark followed by a letter symbolizing the opposite sex? _____

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PRESSURE POINT

OBSERVATION SHEET

A. Role Play: "Bat"

How did Miguel act when he discovered the bat? _____

_____

_____

How do you think he felt? _____

_____

_____

How did Sharlene behave when she discovered the bat? _____

_____

_____

How do you think she felt? _____

_____

B. Role Play: "Baby"

How did Kim behave when the baby woke up? _____

_____

_____

How do you think she felt? _____

_____

_____

How did Paul behave when the baby woke up? _____

_____

_____

How do you think he felt? _____

_____

C. Role Play: "Love Story"

How did Maria behave as she watched the movie "Love Story"? _____

_____

_____

How do you think she felt? _____

_____

_____

How did Raymond behave as he watched the movie "Love Story"? _____

_____

_____

How do you think he felt? _____

_____

PRESSURE POINT

PATTERN DETECTOR

Here are some questions that ask you to remember how you felt and how you behaved in various situations. Think back and try to remember each situation as vividly and as clearly as possible. Think about how you felt in the situation and how you acted. When you describe your feelings and actions, try to be as specific as you can.

Situation	I felt	I acted
1. The last time I was worried was when _____		
2. The last time I was scared was when _____		
3. The last time I was really proud of something I did was when _____		
4. The last time I felt very sad was when _____		
5. The last time someone came to me with his/her troubles was when _____		
6. The last time I spent time with a small child was when _____		
7. The last time I was worried about my ability to accomplish a job or assignment was when _____		
8. The last time I talked about my feelings with someone was when _____		

GOING TO THE SOURCE: TELEVISION COMMERCIALS

Directions

Your television viewing for the next day will be not only relaxing, but also part of your homework. Watch as many television commercials as possible and fill out a chart like the one below for each commercial you analyze. If possible, try to analyze some commercials that sponsor shows for young children.

Commercial for _____

Program _____

Main Characters	Males	Females
Physical appearance		
Personality Characteristics		
Activities in which the character is involved		
If there is a problem what is it? Who has the problem?		
Who resolves the problem? How?		

Key Questions: How does this commercial promote or inhibit sex role stereotyping for men? For women?

Suggested Activity for Reporting: Recorded Medley

If you have a tape recorder available, you might record some of the TV commercials that you think are most powerful in reinforcing or inhibiting sex role stereotypes. Your group may wish to play some of these when it summarizes its findings for the class. A good idea might be to prepare a recorded medley of stereotyped and nonstereotyped television commercials.

GOING TO THE SOURCE: TELEVISION PROGRAMS

Directions

View as many television shows as possible and complete the following chart for each one. Be sure to analyze some shows that are viewed by young children.

Program _____

	Important male characters	Important female characters
Names of leading characters		
Personality characteristics		
Most frequent activities		
If there is a problem, what is it? Who has the problem?		
Who resolves the problem? How?		

Key Questions: How does this program promote or inhibit sex role stereotyping for men? For women?

Suggested Activity for Reporting: Role Plays

If you wish, you may want to role play for the class one or two scenes from these shows that you and your group feel are most powerful in reinforcing or inhibiting sex role stereotypes. Be sure to explain to the class why you have selected these scenes and what you feel they demonstrate.

GOING TO THE SOURCE: MAGAZINES – WORKSHEET

Directions

For each advertisement in the magazine, answer the following questions:

Advertisements you think are directed to men:

	Male	Female
Number of characters in advertisement		
Activities of characters		
Dress and physical appearance of characters		
Products advertised		
Advertisement's message, e.g., if you . . .		

Advertisements you think are directed to women:

	Male	Female
Number of characters in advertisement		
Activities of characters		
Dress and physical appearance of characters		
Products advertised		
Advertisement's message, e.g., if you . . .		

GOING TO THE SOURCE: MAGAZINES – SUMMARY SHEET

Name of magazine _____

intended audience _____

Total number of advertisements: _____

Number directed to men: _____

Number directed to women: _____

List the activities illustrated in the advertisement.

Advertisements Directed to Men	Advertisements Directed to Women

Count the number of characters and the types of dress (e.g., casual, businesslike, formal, sportswear.)

Advertisements Directed to Men	Advertisements Directed to Women

List the products advertised.

Advertisements Directed to Men	Advertisements Directed to Women

List the advertising messages.

Advertisements Directed to Men	Advertisements Directed to Women

Key Questions: What are the major "messages" for males? For females? How do advertisements promote or free people from male sex role stereotyping? From female sex role stereotyping?

Suggested Activity for Reporting: Collages

Select magazines that you can cut up. Cut out pictures, advertisements, and story headlines that most clearly and powerfully demonstrate male and female sex role stereotyping. Arrange these cutouts so that they combine to form two images—one of the male sex role stereotype and another of the female sex role stereotype. After your arrangements have been made, paste them onto a piece of heavy cardboard. Share these collages with the class and explain why you selected the various pictures and headlines. If you wish, you can also make a collage of non-sex-stereotyped material that you found in your magazine search.

GOING TO THE SOURCE: PERSONAL INTERVIEWS

Directions

Choose several different people to interview. Try to interview both males and females, and people you don't know well in addition to friends and relatives. Explain that the interview will be anonymous and that it is for a class project. Then complete the following interview form. Read each question, but do not rephrase any. Each person will answer the exact question as well as he or she can.

1. Sex: _____

2. Age range: Under 10 _____

   10–18 _____

   19–30 _____

   31–50 _____

   Over 50 _____

3. What is a "real man"? _____

   _____

4. What is a "real woman"? _____

   _____

5. What are some good jobs for women in our society?

   _____

   _____

6. What are some good jobs for men in our society?

   _____

   _____

7. In marriage should the man or the woman have the leadership role?

   _____

8. Would you vote for a qualified woman to be President of the United States?

   _____

9. Do you think that it's all right for women to cry in public? _____

   For men to cry in public? _____

After the interview is completed, analyze the responses and answer the following questions:

1. What are the key types of sex-stereotyped thinking that emerged in this interview?

2. What are the key types of non-sex-stereotyped thinking that emerged in this interview?

Suggested Activity for Reporting: Tape-Recorded Interview

If possible, tape-record some of your interviews. Then play selected interviews or parts of interviews to the class. Explain why you chose these selections and how they reflect stereotyped or nonstereotyped thinking.

Be sure to ask permission of the person you are interviewing before you do any tape recording. Also, tell that person that the recorded interview may be played before your class at school.

ROLES OF MEN AND WOMEN

SEX ROLES DISCUSSION QUESTIONS

1. If a couple could only afford to send one child to graduate school, should they send their daughter or their son? Why?
2. Between a husband and wife, or a sister and brother of the same age, who should do the:
    a. cleaning? why?
    b. laundry? why?
    c. dishwashing? why?
    d. gardening? why?
    e. child caring? why?
    f. cooking? why?
    g. work outside the home? why?
3. Between a boy and a girl of dating age who should:
    a. invite the other out? why?
    b. take the initiative concerning affection? why?
    c. propose going steady, getting engaged or married? why?
4. Should men or women have more opportunity for salary, promotion, and creative job opportunity? In which careers? Why?
5. Are there some jobs you definitely associate with men and others with women? Why? Who would be a:
    a. bricklayer?
    b. nursery school teacher?
    c. lawyer?
    d. home economist?
    e. sewing school teacher?
6. Supposing John and Mary Smith were thinking that she is to be the principal wage earner in their family, and he is to be the principal home manager and child caretaker. If you were asked your opinion about it, what would you need to know to help them think it through? Why? What would be your opinion about the decision?
7. If a woman is married and pursuing a career, whose responsibility is it to care for the house? Why?
8. Do men and women find self-fulfillment in different ways (job, child rearing, leisure, etc.)? Why?
9. Are your closest friends of the same sex? Why?
10. When you were younger, were your closest friends of the same sex? Why?
11. If a girl is very bright is it necessary for her to play down her brightness in order to date successfully? Why?
12. Is it more permissible for a girl or woman to cry than it is for a boy or a man? Why?
13. Is it more permissible for a boy or man to fight than a girl or woman? Why?
14. Is it more pemissible for a boy or man to be independent than it is for a girl or woman? Why?
15. Is it more permissible for a boy or man to be ambitious than it is for a girl or a woman? Why?
16. Is it more permissible for a girl or woman to be frightened than it is for a boy or a man? Why?
17. Is it more permissible for a boy or man to act on the basis of logic, reason, and the facts, and for a girl to act on the basis of feelings and emotions? Why?
18. Are your attitudes about male and female roles the same as your parents were? Different? Why?

A CASE STUDY OF PAUL

1

GATHERING INFORMATION ABOUT PAUL

Use this worksheet to record what you will learn about a young man named Paul, so that you can help him make a career decision.

Information will be given to you about what is important to him—his values, skills, talents, personality traits, experiences at work, in the home, in the school and in his community. Begin with "Paul's Background Resume" (worksheet #2) then go on to "Paul Speaks About Himself" (worksheet #3) and finally note any other facts and impressions you pick up about him through "Statements made by Paul's Friends and Family." (worksheet #4).

What Paul seems to value and hold important about work.	Personality traits and interests.
Skills and talents.	Work experience in the home, school and community, as well as jobs.

Other points of information that you feel are important to record about Paul.

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A CASE STUDY OF PAUL

2

PAUL'S BACKGROUND

RESUMÉ

Education:

High School:	Graduated one year ago in a general education program.
Academic Record:	Good in English, science, and math; fair marks in social studies, and languages; elected courses included: shop (woodworking), family-life, sociology, mechanical drawing, health and driver's education, did well in all of these.
Extra Curricular Activities:	Ridgefield High Students For A Cleaner Environment Ridgefield Township Swim Team Intramural Basketball Club Camping
Post Secondary Education:	Attending Community College in evenings; courses in: elementary psychology, photography, biology.
Work Experience:	Magic Garden Flower Shop; part-time during senior year in high school. Responsibilities: delivered flowers, assisted in floral arrangement during holiday season. Ridgefield Recreation Center; summer following senior year in high school. Responsibilities: lifeguard at pool, assistant coach junior swim team. Ruggles Garden Supply; full-time following summer position, employed 6 months. Responsibilities: delivery of supplies, some planting and landscaping. Red Robin Nursery School; presently employed 4 months. Responsibilities: bus driver (drives children to and from school), handyman (small repairs of equipment and toys, cares for grounds around the school).
Volunteer Activities:	Assistant Coach Ridgefield Township Junior Swim Team, during summer and presently.

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A CASE STUDY OF PAUL

3

PAUL SPEAKS ABOUT HIMSELF

"So I'm nineteen, and I haven't got a job that my folks think is really right for me—but I don't think I'm so different from other kids my age.

My father, although he doesn't really pressure me, offered to pay for college or technical school after high school, but only on the condition that I enroll in a full time program. My mother kind of takes my side and tells Dad "I'm finding myself," which is really how I feel.

When I graduated from high school I found myself with no clear cut direction to take. I still needed time to explore several areas to decide what would be best for me. I've taken three courses at the local community college in three different areas—so you can't say I'm not trying. I did pretty good too.

I like my present job. Driving those little kids to nursery school has turned out to be fun. It amazes me how you look at kids differently when they're not your own brothers or sisters. But I must admit I wouldn't want to drive a bus forever.

There's a job opening up at the nursery school that I have a chance of getting. It would involve working with the children as a Child Care Assistant. Of course I'd have on-the-job training and would be required to take some child development courses at night. Mr. Patton, the Director of the nursery school, assures me it's a field both guys and girls are going into, but I'm hesitant.

I have to give this some thought if I'm going to commit myself to one area—maybe I should think about the other things that interest me like environmental science—the whole plant and ecology scene interests me—must be some good jobs in that field.

One of the teachers at work thinks I'd be good working with the children, but it's something I've never really tried before—I wonder what other people would think?"

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A CASE STUDY OF PAUL

4

STATEMENTS MADE BY PAUL'S FRIENDS & FAMILY

Mom: "Saturday fishing trips and hikes were a regular thing for Paul. He and his younger brother, Johnny, were up and gone at the crack of dawn."

Sister: "Paul's got a really good sense of humor. He's an artistic person too, although he doesn't always show that side of his personality. He used to make great looking terrariums when he worked for the florist shop—gave me one for my birthday."

Father: "He had decent marks in school—I wonder what happened to his ambition?—I'm sure he'd make a great architect—look how well he did in mechanical drawing."

Mr. Ruggles: "I often wonder why Paul stopped working for me in my garden supply store. He was a good worker, even started taking on more responsibility and helped me in planning some landscaping projects. Guess he got tired of working only with me—he seems to enjoy being with people more than I do."

A friend:
from High School "I could never stand the activity of a nursery school the way Paul does. My own brothers and sisters cause enough confusion; but then again Paul's always been more organized than I am. In high school he was one of the guys who planned the intramural basketball program."

Mr. Patton:
Director of Red Robin Nursery School "I think Paul's a responsible individual, that's why I hired him for the bus driving job. He also takes care of the property and repairs items such as toys and broken equipment. I'm thinking about offering him a position working with the children in the nursery school. I just wish he wouldn't wear blue jeans to work—but that's his easy going style."

Paul's brother:
Johnny "Paul's nice to me but sometimes he's pretty mean—like the time I went into his room, and accidentally broke the lamp he had made in shop class. I thought it was funny looking anyway—but I guess he was sort of proud of it."

A friend: "Paul's a generous person. He doesn't seem to worry about expenses, but if he plans to do all the things he's thinking of in the future . . . he better start saving now."

Supervisor of Lifeguards:
Ridgefield Park Pool "I met Paul when he worked as a lifeguard and he has helped coach the junior swim team. He works well with the kids, but sometimes forgets the important details that are required on the job."

A classmate:
Ridgefield Community College "Paul is a sensitive person. I noticed that when viewing some of the pictures he took for his portfolio in our photography class. He has a feeling for people and a good sense of design."

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A CASE STUDY OF PAUL

5

PAUL'S ALTERNATIVES

Paul has been offered the job of Child Care Assistant by Mr. Patton, the Director of The Red Robin Nursery. As he begins to think over the decision he must make, he feels he is faced with three alternatives. Based on the information you have gathered about Paul, which alternative do you think he should take?

What information do you have to support this?

What values and needs will be met through this choice?

Are there some needs he will not be able to satisfy by making this particular choice?

What are other ways he might meet these needs?

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X: A FABULOUS CHILD'S STORY

By Lois Gould

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. Its parents could, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first.

You see, it was all part of a very important Secret Sclentific Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of Xactly 23 billion dollars and 72 cents, which might seem like a lot for just one baby, even a very important Xperimental baby. But when you remember the prices of things like strained carrots and stuffed bunnies, and popcorn for the movies and booster shots for camp, let alone 28 shiny quarters from the tooth fairy, you begin to see how it adds up.

Also, long before Baby X was born, all those scientists had to be paid to work out the details of the Xperiment, and to write the *Official Instruction Manual* for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. Thousands of volunteers had to take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, almost everybody really wanted either a baby boy or a baby girl, and not Baby X at all. Also, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl. (They were probably right, the scientists admitted, but Baby X needed parents who wouldn't *mind* the Xtra trouble.)

There were families with grandparents named Milton and Agatha, who didn't see why the baby couldn't be named Milton or Agatha instead of X, even if it was an X. There were families with aunts who insisted on knitting tiny dresses and uncles who insisted on sending tiny baseball mitts. Worst of all, there were families that already had other children who couldn't be trusted to keep the secret. Certainly not if they knew the secret was worth 23 billion dollars and 72 cents—and all you had to do was take one little peek at Baby X in the bathtub to know if it was a boy or a girl.

But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby—no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any baby-sitters. The government scientists knew perfectly well that a baby-sitter would probably peek at X in the bathtub, too.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of a baby X was. When the Joneses smiled and said, "It's an X!" nobody knew what to say. They couldn't say, "Look at her cute little dimples!" And they couldn't say, "Look at his husky little biceps!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Joneses were playing some kind of rude joke.

But, of course, the Joneses were not joking. "It's an X" was absolutely all they would say. And that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it!" some of them whispered. "There is something wrong with it!" others whipsered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with the perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny football helmet would not come and visit any more. And the neighbors who sent a pink-flowered romper suit pulled their shades down when the Joneses passed their house.

The *Official Instruction Manual* had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

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Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how *strong* and *active* it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how *sweet* and *dainty* it was, they'd be treating it more like a girl than an X.

On page 1,654 of the *Official Instruction Manual,* the scientists prescribed: "plenty of bouncing and plenty of cuddling, *both*. X ought to be strong and sweet and active. Forget about dainty altogether."

Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk got all red in the face and said huffily, "In that case, I'm afraid I can't help you, sir." So Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls." There were "Boys' Pajamas" or "Girls' Underwear" and "Boys' Fire Engines" and "Girls' Housekeeping Sets." Mr. Jones went home without buying anything for X. That night he and Ms. Jones consulted page 2,326 of the *Official Instruction Manual.* "Buy plenty of everything!" it said firmly.

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girls' Department. And they bought all kinds of toys. A boy doll that made pee-pee and cried, "Pa-pa." And a girl doll that talked in three languages and said, "I am the Pres-i-dent of Gen-er-al Mo-tors." They also bought a storybook about a brave princess who rescued a handsome prince from his ivory tower and another one about a sister and brother who grew up to be a baseball star and a ballet star, and you had to guess which was which.

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4,629 of the *Manual,* where it said "Never make Baby X feel *embarrassed* or *ashamed* about what it wants to play with. And if X gets dirty climbing rocks, never say "Nice little Xes don't get dirty climbing rocks."

Likewise, it said, "If X falls down and cries, never say "Brave little Xes don't cry." Because, of course, nice little Xes *do* get dirty, and brave little Xes *do* cry. No matter how dirty X gets, or how hard it cries, don't worry. It's all part of the Xperiment."

Whenever the Joneses pushed Baby X's stroller in the park, smiling strangers would come over and coo: "Is that a boy or a girl?" The Joneses would smile back and say, "It's an X." The strangers would stop smiling then, and often snarl something nasty—as if the Joneses had snarled at them.

By the time X grew big enough to play with other children, the Joneses' troubles had grown bigger, too. Once a little girl grabbed X's shovel in the sandbox, and zonked X on the head with it. "Now, now, Tracy," the little girl's mother began to scold, "little girls mustn't hit little—" and she turned to ask X, "Are you a little boy or a little girl, dear?"

Mr. Jones, who was sitting near the sandbox held his breath and crossed his fingers.

X smiled politely at the lady, even though X's head had never been zonked so hard in its life. "I'm a little X," X replied.

"You're a *what?*" the lady exclaimed angrily. "You're a little b-r-a-t, you mean!"

"But little girls mustn't hit little Xes, either!" said X, retrieving the shovel with another polite smile. "What good does hitting do, anyway?"

X's father, who was still holding his breath, finally let it out, uncrossed his fingers, and grinned back at X.

And at their next secret Project Baby X meeting, the scientists grinned, too. Baby X was doing fine.

But then it was time for X to start school. The Joneses were really worried about this, because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line, and girls to form another line. There would be boys' games and girls' games, and boys' secrets and girls' secrets. The school library would have a list of recommended books for girls, and a different list of recommended books for boys. There would even be

a bathroom marked BOYS and another one marked GIRLS. Pretty soon boys and girls would hardly talk to each other. What would happen to poor little X?

The Joneses spent weeks consulting their *Instructional Manual* (there were 249½ pages of advice under "First Day of School"), and attending urgent special conferences with the smart scientists of Project Baby X.

The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had been sure to teach X what to serve at a doll's tea party. X had to know how to shoot marbles and how to jump rope, and most of all, what to say when the Other Children asked whether X was a Boy or a Girl.

Finally, X was ready. The Joneses helped X button on a nice new pair of red-and-white checked overalls, and sharpened six pencils for X's nice new pencilbox, and marked X's name clearly on all the books in its nice new bookbag. X brushed its teeth and combed its hair, which just about covered its ears, and remembered to put a napkin in its lunchbox.

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls. And they had asked if X could use the principal's bathroom, because it wasn't marked anything except BATHROOM. X's teacher promised to take care of all those problems. But nobody could help X with the biggest problem of all—Other Children.

Nobody in X's class had ever known an X before. What would they think? How would X make friends?

You couldn't tell what X was by studying its clothes—overalls don't even button right-to-left, like girl's clothes, or left-to-right, like boy's clothes. And you couldn't guess whether X had a girl's short haircut or a boy's long haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl, or else X played house very well for a boy.

Some of the children tried to find out by asking X tricky questions, like "Who's your favorite sports star?" That was easy. X had two favorite sports stars: a girl jockey named Robyn Smith and a boy archery champion named Robin Hood. Then they asked, "What's your favorite TV program?" And that was even easier. X's favorite TV program was "Lassie," which stars a girl dog played by a boy dog.

When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that the doll was really a robot, and that X had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All they knew was they'd sure like to see X's doll.

After school, X wanted to play with the other children. "How about shooting some baskets in gym?" X asked the girls. But all they did was make faces and giggle behind X's back.

"How about weaving some baskets in the arts and crafts room?" X asked the boys. But they all made faces and giggled behind X's back, too.

That night, Ms. and Mr. Jones asked X how things had gone at school. X told them sadly that the lessons were okay, but otherwise school was a terrible place for an X. It seemed as if Other Children would never want an X for a friend.

Once more, the Joneses reached for their *Instruction Manual*. Under "Other Children," they found the following message: "What did you Xpect? *Other Children* have to obey all the silly boy-girl rules, because their parents taught them to. Lucky X—you don't have to stick to the rules at all! All you have to do is be yourself. P.S. We're not saying it'll be easy."

X liked being itself. But X cried a lot that night, partly because it felt afraid. So X's father held X tight, and cuddled it, and couldn't help crying a little too. And X's mother cheered them both up by reading an Xciting story about an enchanted prince called Sleeping Handsome, who woke up when Princess Charming kissed him.

The next morning, they all felt much better, and little X went back to school with a brave smile and a clean pair of red-and-white checked overalls.

There was a seven-letter-word spelling bee in class that day. And a seven-lap boys' relay race in the gym. And a seven-layer-cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven. Which only proves that nobody's perfect.

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One of the Other Children noticed something else, too. He said: "Winning or losing doesn't seem to count to X. X seems to have fun being good at boys' skills *and* girls' skills."

"Come to think of it," said another one of the Other Children, "maybe X is having twice as much fun as we are!"

So after school that day, the girl who beat X at the baking contest gave X a big slice of her prizewinning cake. And the boy X beat in the relay race asked X to race him home.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school any more. She insisted on wearing red-and-white checked overalls—just like X's. Overalls, she told her parents, were much better for climbing monkey bars.

Then Jim, the class football nut, started wheeling his little sister's doll carriage around the football field. He'd put on his entire football uniform, except for the helmet. Then he'd put the helmet *in* the carriage, lovingly tucked under an old set of shoulder pads. Then he'd start jogging around the field, pushing the carriage and singing "Rockabye Baby" to his football helmet. He told his family that X did the same thing, so it must be okay. After all, X was now the team's star quarterback.

Susie's parents were horrified by her behavior, and Jim's parents were worried sick about his. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit and her cookbooks, and took two of her three baby-sitting jobs. Peggy started running the lawn mower, and Joe started running the vacuum cleaner.

Their parents weren't one bit pleased with Peggy's wonderful biology experiments, or with Joe's terrific needlepoint pillows. They didn't care that Peggy mowed the lawn better, and that Joe vacuumed the carpet better. In fact, they were furious. It's all that little X's fault, they agreed. Just because X doesn't know what it is, or what it's supposed to be, it wants to get everybody *else* mixed up, too!

Peggy and Joe were forbidden to play with X any more. So was Susie, and then Jim, and then *all* the Other Children. But it was too late; the Other Children stayed mixed up and happy and free, and refused to go back to the way they'd been before X.

Finally, Joe and Peggy's parents decided to call an emergency meeting of the school's Parents' Association, to discuss "The X Problem." They sent a report to the principal stating that X was a "disruptive influence." They demanded immediate action. The Joneses, they said, should be *forced* to tell whether X was a boy or a girl. And then X should be *forced* to behave like whichever it was. If the Joneses refused to tell, the Parents' Association said, then X must take an Xamination. The school psychiatrist must Xamine it physically and mentally, and issue a full report. If X's test showed it was a boy, it would have to obey all the boys' rules. If it proved to be a girl, X would have to obey all the girls' rules.

And if X turned out to be some kind of mixed-up misfit, then X should be Xpelled from the school. Immediately!

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their classes. X was president of the student council. X had won first prize in the art show, and honorable mention in the science fair, and six athletic events on field day, including the potato race.

Nevertheless, insisted the Parent's Association, X is a Problem Child. X is the Biggest Problem Child we have ever seen!

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that after the psychiatrist's Xamination, the school would decide what to do about X.

The Joneses reported this at once to the scientists, who referred them to page 85,759 of the *Instruction Manual*. "Sooner or later," it said, "X will have to be Xamined by a psychiatrist. This may be the only way any of us will know for sure whether X is mixed up—or whether everyone else is."

The night before X was to be Xamined, the Joneses tried not to let X see how worried they were. "What if—?" Mr. Jones would say. And Ms. Jones would reply, "No use worrying." Then a few minutes later, Ms. Jones would say, " What if—?" and Mr. Jones would reply, "No use worrying."

X just smiled at them both, and hugged them hard and didn't say much of anything. X was thinking, What if—? And then X thought: No use worrying.

At Xactly 9 o'clock the next day, X reported to the school psychiatrist's office. The principal, along with a committee from the Parents' Association, X's teacher, X's classmates, and Ms. and Mr. Jones, waited in the hall outside. Nobody knew the details of the tests X was to be given, but everybody knew they'd be *very* hard, and that they'd reveal Xactly what everyone wanted to know about X, but were afraid to ask.

It was terribly quiet in the hall. Almost spooky. Once in a while, they would hear a strange noise inside the room. There were buzzes. And a beep or two. And several bells. An occasional light would flash under the door. The Joneses thought it was a white light, but the principal thought it was blue. Two or three children swore it was either yellow or green. And the Parents' Committee missed it completely.

Through it all, you could hear the psychiatrist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers.

The whole thing took so long that everyone knew it must be the most complete Xamination anyone had ever had to take. Poor X, the Joneses thought. Serves X right, the Parents' Committee thought. I wouldn't like to be in X's overalls right now, the children thought.

At last, the door opened. Everyone crowded around to hear the results. X didn't look any different; in fact, X was smiling. But the psychiatrist looked terrible. He looked as if he was crying! "What happened?" everyone began shouting. Had X done something disgraceful? "I wouldn't be a bit surprised!" muttered Peggy and Joe's parents. "Did X flunk the *whole* test?" cried Susie's parents. "Or just the important part?" yelled Jim's parents.

"Oh, dear," sighed Mr. Jones.

"Oh, dear," sighed Ms. Jones.

"Sssh," ssshed the principal. "The psychiatrist is trying to speak."

Wiping his eyes and clearing his throat, the psychiatrist began, in a hoarse whisper. "In my opinion," he whispered—you could tell he must be very upset—"in my opinion, young X here—"

"Yes? Yes?" shouted a parent impatiently.

"Sssh!" ssshed the principal.

"Young Sssh here, I mean young X," said the doctor, frowning, "is just about—"

"Just about *what*? Let's have it!" shouted another parent.

". . . just about the *least* mixed-up child I've ever Xamined!" said the psychiatrist.

"Yay for X!" yelled one of the children. And then the others began yelling, too. Clapping and cheering and jumping up and down.

"SSSH!" Ssshed the principal, but nobody did.

The Parents' Committee was angry and bewildered. How *could* X have passed the whole Xamination? Didn't X have an *identity* problem? Wasn't X mixed up at *all*? Wasn't X *any* kind of a misfit? How could it *not* be, when it didn't even *know* what it was? And why was the psychiatrist crying?

Actually, he had stopped crying and was smiling politely through his tears. "Don't you see?" he said. "I'm crying because it's wonderful! X has absolutely no identity problem! X isn't one bit mixed up! As for being a misfit, ridiculous! X knows perfectly well what it is! Don't you, X?" The doctor winked. X winked back.

"But what *is* X?" shrieked Peggy and Joe's parents. "We still want to know what it is."

"Ah, yes," said the doctor, winking again. "Well, don't worry. You'll all know one of these days. And you won't need me to tell you."

"What? What does he mean?" some of the parents grumbled suspiciously.

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Susie and Peggy and Joe all answered at once. "He means that by the time X's sex matters, it won't be a secret any more!"

With that, the doctor began to push through the crowd toward X's parents. "How do you do," he said, somewhat stiffly. And then he reached out to hug them both. "If I ever have an X of my own," he whispered, "I sure hope you'll lend me your instruction manual."

Needless to say, the Joneses were very happy. The Project Baby X scientists were rather pleased, too. So were Susie, Jim, Peggy, Joe, and all the Other Children. The Parent's Association wasn't, but they had promised to accept the psychiatrist's report, and not make any more trouble. They even invited Ms. and Mr. Jones to become honorary members, which they did.

Later that day, all X's friends put on their red-and-white checked overalls and went over to see X. They found X in the back yard, playing with a very tiny baby that none of them had ever seen before. The baby was wearing very tiny red-and-white checked overalls.

"How do you like our new baby?" X asked the Other Children proudly.

"It's got cute dimples," said Jim.

"It's got husky biceps, too," said Susie.

"What kind of baby is it?" asked Joe and Peggy.

X frowned at them. "Can't you tell?" Then X broke into a big, mischievous grin. "It's a Y!"

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INVENTORY FOR EXAMINING BIAS IN NEWSPAPER AND MAGAZINE ADVERTISEMENTS

Circle appropriate items: daily Sunday weekly monthly neighborhood local national

Title: _____

GROUP	SPONSOR	EVENT OR PRODUCT (Describe)	STEREO-TYPED	PRIMARY CHARACTER (Describe Sex and Role)	SECONDARY CHARACTER (Describe Sex and Role)
ASIAN AMERICANS			Yes/No		
BLACK AMERICANS					
LATINO AMERICANS					
NATIVE AMERICANS					
WHITE AMERICANS (Ethnic Group if given)					
ELDERLY					
HANDICAPPED					

INVENTORY FOR EXAMINING BIAS IN TELEVISION ADVERTISEMENTS

DAY OR DATE: _____

GROUP	SPONSOR	EVENT OR PRODUCT (Describe)	STEREO-TYPED Yes/No	PRIMARY CHARACTER (Describe Sex and Role)	SECONDARY CHARACTER (Describe Sex and Role)	TIME	SEX OF NARRATOR	SETTING (Describe)
ASIAN AMERICANS								
BLACK AMERICANS								
LATINO AMERICANS								
NATIVE AMERICANS								
WHITE AMERICANS (Ethnic Group if given)								
ELDERLY								
HANDICAPPED								

MINORITIES AND THE MEDIA

RESOURCES:

"What Has the 'White Press' Done About the Racial Situation?" from the Wisconsin State Journal

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Dear Mrs. Cummings,

What is the "White press" and what has it done about the racial situation?

—Madison housewife

Not knowing exactly what you have in mind by the "white press" but assuming you mean the general circulation newspapers and the people that write and edit them, I would say they have made some strides in the right direction.

But they have also done their share of building and perpetuating negative racial attitudes in children and adults. By negative racial attitudes I mean racism, as manifested by white supremacy and black inferiority, and prejudice leading to discrimination and segregated societies. They have, along with other forms of mass communication, helped to mold the United States into the racist country that it is.

Let's look first at the people who make up the "white press," using Madison as an example. Here, the editorial staffs and other employees are mostly white (98 per cent).

"People are people" and products of their environment. They operate on their past experiences and education. If they have been "molded" in a racist society, then, without additional insight, awareness, or sensitivity, they will:

ONE. Operate a racist newspaper.

TWO. See things from a white-oriented frame of reference and will consequently write in the same way.

THREE. Judge news against their own concepts and standards, viewing situations negatively which may differ from the norm as they know it.

They may be doing this unaware of the processes they are perpetuating or the images they are projecting.

Reporters report the news as THEY see it—factual perhaps, objective maybe, but always through their eyes.

A "reporter unaware" might write a news article about a robbery, in which the robber was black and the victim white, and use skin color to describe the people involved.

A "people person reporter" would write about the robbery and eliminate racial descriptions when they have no relevance to the story. He would know that using unnecessary racial descriptions can make an ordinary robbery a "racial thing," and, in this case, build negative images of black people. White people with no personal black contacts might become fearful and resentful when the news is not written in its proper perspective.

Here are some other positive things reporters and editors could do to help eliminate racism in our society:

ONE. They could become sensitized, aware, and committed to eliminate racism.

TWO. They could set up goals and objectives in reporting news of racial situations and ordinary situations and know the difference between the two.

THREE. They could refrain from reporting racial rumors, which often suggest further actions along with increasing fear and hostility.

FOUR. They could seek out positive news stories—true stories which are geared toward eliminating racism and increasing humanism in their circulation area.

Once people in mass communications are aware and committed, there are many things that can be done to bring us closer to the "American Dream."

The "white press" can then become just "the press," standing alongside many people and institutions who have begun to do their "thing" in removing the racist stigma from our society.

Mrs. Marlene Cummings
Human Relations Consultant
Department of Human Relations
Madison Public Schools

Taken From: Wisconsin State Journal
Sunday Edition
1973

MINORITIES AND THE MEDIA

NEWSPAPER IMAGE

Newspaper: _____ **Date:** _____

Ethnic Group: _____

MODE OF EXPRESSION	SECTION	PAGE	WHAT IT TELLS
EDITORIAL			
COLUMNIST			
FRONT PG. ARTICLE			
ARTICLE			
POLITICAL CARTOON			
COMIC STRIP			
PHOTOGRAPH			
MAP			
ILLUSTRATION			
CHART			
DIAGRAM			
LETTERS			
MOVIE REVIEWS			
ADVERTISEMENT			

BLACK WOMEN: PROGRESS TOWARD RACIAL-SEXUAL EQUALITY

HIGHLIGHTS OF THE MODERN ERA

1860—Nine-Tenths of the Black population worked in the Southern region of the United States. Most were engaged in large-scale agriculture.

April 15, 1861—Civil War broke out with the seizure of Fort Sumter in Charleston, South Carolina.

January 1, 1863—Emancipation Proclamation.

January 31, 1865—Thirteenth Amendment prohibited slavery throughout the United States and its territories.

1865—"Mammy Don't Cook No Mo'. You's Free! You's Free-" (Jubilee Song).

March, 1865—Congress established the Freedmen's Bureau. This organization distributed rations and established forty hospitals and four thousand schools which ranged from elementary through college.

1865-1866—Black Codes, laws for control of Black people, were passed by the State Legislatures which emerged under the reconstruction policies of Lincoln and Johnson. They were designed to replace defunct slave codes, and "Jim Crow/Jane Crow" regulations were part of the legislation.

1865—Ku Klux Klan (KKK) began in Pulaski, Tennessee. Its tactics ranged from simple fright to ruthless terrorist activities.

June 13, 1866—Fourteenth Amendment declared that all persons born in the United States were citizens, and that no state could abridge the rights of such citizens or deprive any person within its jurisdiction of equal protection.

March 30, 1870—Fifteenth Amendment mandated that a "citizen's" right to vote should not be denied by a state or by the National government on the basis of race or color. Provided black men, *not black women,* the right to vote.

1890—The first United States Census to include racial distinctions compiled data on White and Black laborers. These figures show that of the 975,530 "colored" women gainfully employed, 38.74 percent were in agriculture, 30.83 percent were in domestic service (cooks, chambermaids, etc.), 15.59 percent were laundresses, and 2.76 percent were engaged in manufacturing and mechanical pursuits. These figures included Indian, Chinese, and Japanese.

1896—Founding of the National Association of Colored Women (NACW). It reported a member ship of 300,000 women located in every state in the United States. Its emphasis was public service, including improving education, health, transportation and assisting the Women's Suffrage Movement.

1896—The "Plessy vs. Ferguson" Supreme Court decision upheld a Louisiana law for racially segregated railroad accommodations. Supporting the belief in white superiority, the Court ruled that laws were "powerless to eradicate racial instincts or to abolish distinctions based upon physical differences."

1909—The National Association for the Advancement of Colored People (NAACP) was founded, and its goal was "to make 11,000,000 Americans physically free of peonage, mentally free from ignorance, politically free from disfranchisement, and socially free from insult."

1910—The National League on Urban Conditions was established by Mrs. Ruth Standesh Baldwin. This organization later became the National Urban League.

1913—The NAACP protested "Jim Crow" in Civil Service employment practices.

1915—The new Klan was organized near Atlanta, Georgia.

April 17, 1917—The United States declared war on Germany. With the halting of foreign immigration and the removal of hundreds of thousands of skilled and semi-skilled from the labor force, the booming war industries desperately began recruiting Black men and White women, but Black women only minimally. (Lerner) Industries sent labor agents into the South, and Black people (primarily men) readily responded to the good jobs and free transportation.

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1919—More than twenty race riots broke out in American cities, including: Omaha, Nebraska; Long View, Texas; Washington, D.C.; and Chicago, Illinois. There were many causes of the riots; however, post-war job competition between races and Black migration into White neighborhoods were two dominant issues. In Northern cities, the Black person's quest for jobs and housing had intensified, as the Black population had increased. The North and the West had 470,000 more Negroes in 1920 than in 1910—the migration resulting mainly from the economic dislocations of World War I.

1919—The Commission of Interracial Cooperation was founded by whites to improve conditions for post-war Blacks.

1919—The Nineteenth Amendment to the Constitution was passed, giving women of all races the right to vote.

1920—Marcus Garvey founded the African Orthodox Church, whose religious symbols included Black angels and a White Satan. This movement represented a growing wave of race pride in Black people.

October, 1929—Collapse of the stock market. Blacks, whose economic positions were tenuous, were particularly affected.

1930—The Association of Southern Women for the Prevention of Lynching (ASWPL) was formed as an outgrowth of the Women's Council of the Commission for Interracial Cooperation. Both Black and White women united to fight this form of racial oppression.

1932-1935—Hoover's New Deal brought "relief, recovery and reform" to the American people. Blacks comprised 3,000,000 of the 18,000,000 persons on relief in May, 1935. In direct relief—the giving of food allowances, clothing, and commodity surpluses—Black people faced less discrimination than in work relief, where they received few skilled-labor or white-collar jobs. The Public Works Administration (P.W.A.) required that a quota of skilled Blacks be involved in slum-clearance projects. The low cost housing activities of the P.W.A. helped relieve the congested living conditions of Black families in more than twenty-five cities. Other relief agencies which assisted Blacks were the Civilian Conservation Corps and the Works Progress Administration.

1935—The National Council of Negro Women (NCNW) was formed.

June 25, 1941—President Roosevelt issued Executive Order 8802, which officially reaffirmed the government's policy of nondiscriminatory employment. Job discrimination in defense industry was the primary target of this order; however, it also directed that the vocational training program be conducted without reference to race and stipulated that all future defense contracts include nondiscrimination clauses. The armed forces, however, retained a segregated pattern.

December 7, 1941—Japan attacked the American Naval Base at Pearl Harbor. This date marks the entry of the United States into World War II.

1942-1944—The Women's Reserve of the Navy was organized (WAVES). In 1944, Black women were permitted to join. The Women's Reserve of the Coast Guard (SPARS) was equally tardy in admitting Blacks.

1943—Tense race relations on the home front. In the South, Black domestics formed "Eleanor Clubs," named after Eleanor Roosevelt. Their motto was "A white woman in every kitchen."

1943—Four major racial outbreaks—one in Harlem, one in Los Angeles (the "Zoot Suit" riot), and two in Detroit. Competition for jobs and housing were central factors in the disturbances.

1944—1,000,000 more Black women were in civilian jobs than in 1940. During this same period, the number of Blacks employed in government service jumped from 60,000 to 300,000. The employment of Black women in industry quadrupled during the war years.

1945—NAACP established a Hollywood unit to advise screen writers and producers on realistic (non-stereotypic) portrayals of Black people.

1945—Blacks showed a keen interest in the founding of the United Nations (U.N.) They gave wholehearted approval to the charter provision of the U.N. in which the member states pledged themselves to promote "respect for human rights and fundamental freedom for all without distinction as to race, sex, language or religion."

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1946—The Secretary of the Navy issued an official directive: "Effective immediately, all restrictions governing the types of assignments for which Negro naval personnel are eligible are hereby lifted."

1946—Supreme Court decreed that a Black passenger in interstate commerce was entitled to make her journey without conforming to the segregation laws of the states through which the carrier might pass (Morgan v. Virginia).

1947—The NAACP presented to the U.N.'s Office of Social Affairs a 155-page document entitled "A Statement on the Denial of Human Rights to Minorities in the Case of Citizens of Negro Descent in the United States of America and an Appeal to the United Nations for Redress."

1948—Supreme Court ruled that restrictive covenants—private agreements to exclude persons of a designated race or color from the ownership or occupation of real property—were not enforceable by the judiciary (Shelley v. Kraemer).

May 17, 1954—Nine justices rendered a unanimous decision on the "Brown v. Board of Education" case. This decision reversed the Plessy decision of 1896 and declared racial segregation in public schools unconstitutional.

December 1, 1955—Rosa Parks refused to surrender her seat to a white man on a bus in Montgomery, Alabama. When asked what happened, she said that she did not move, and she had made up her mind never to move again. This incident sparked a series of bus boycotts which served to integrate city buses.

March, 1956—Nineteen Senators and eighty-one House members issued a "Southern Manifesto" praising "the motives of those states which have declared their intention to resist forced integration by any lawful means."

1956—The Southern Christian Leadership Conference (SCLC) was founded by 100 clergymen. This organization reflected the belief that churches should become a dominant force in the battle for civil rights.

1957-1958—Little Rock, Arkansas schools were closed for the entire school year.

1959—Prince Edward County, Virginia public schools were closed, although private schools for White children were operated with the support of state funds.

February 1, 1960—The contemporary "sit-in" movement began in Greensboro, North Carolina. Within eighteen months, as reported by the Southern Regional Council, 70,000 persons had participated in student "sit-ins" and 101 southern communities had desegregated one or more of their eating places. The effort to coordinate the movement led to the founding of the Student Non-Violent Coordinating Committee, dubbed SNCC. This group was dedicated to helping Black students in the North and South.

May, 1961—The Congress on Racial Equality (CORE) challenged "Jim Crow/Jane Crow" in travel. Leaving Washington, D.C., thirteen "Freedom Riders" traveled by bus to Birmingham, Alabama, where they were attacked. The group then took a plane to New Orleans—their destination point.

November, 1962—President Kennedy issued an executive order barring discrimination in the sale or rental of federal housing as well as housing financed through federal assistance.

1963—The 100th Anniversay of the Emancipation Proclamation. On August 28, more than 400 national organizations sponsored a "March on Washington for Freedom and Jobs." Over 200,000 Americans—White and Black, Christian and Jewish—participated.

1963—The Equal Pay Act was passed by Congress. It became effective in 1964 and requires that men and women performing equal work receive equal pay.

1963—The Black Muslim Movement had a reported membership of 50,000. This religious group emphasized economic self-sufficiency for Black people, strict segregation of the races, and rigid sex-role assignments within Black families.

1964—Congress passed the Civil Rights Act of 1964, a law which barred discrimination in education because of race, color, religion, and national origin. Title VII of this Act prohibited discrimination in employment because of sex, in addition to the traits listed above. In fact, opponents of the Act added "sex" because they felt it would jeopardize passage of the bill. Some members of Congress actively supported the addition and thus racial minorities, including women, gained another device with which to fight discrimination.

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1972—Congress passed Title IX of the Educational Amendments of 1972, a law which prohibited discrimination based on sex in educational programs or activities which receive federal financial assistance.

The events listed in "Highlights of the Modern Era: Progress Toward Racial and Sexual Equality" are summarized from *The Negro in the Making of America* (Quarles, 1964). This book provides a political and economic analysis of Black progress since slavery and is written primarily from a male perspective. Further insight into Black women's experiences can be gleaned from the documents included in *Black Women in White America* (Lerner, 1973) and the biographies and autobiographies of Black women who lived during these years.

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RACISM

ROLE-PLAYING SITUATION

Participants:

Ms. Fernandez, Director of Latin Programs, a United States citizen

Mr. Brown, Principal, Melwick School, a United States citizen

Ms. Fernandez, Director of Latin Programs, meets with the principal of a large school in order to set up a program for Spanish-speaking students. The principal started the meeting with a twenty minute monolog which contained the following statements:

"We at Melwick are very aware of the need of the Spanish-speaking population in this city. You call them Chicano, don't you? Anyway, we know how uneducated most men are, the lack of employment, and we have been doing something about it. We have five people enrolled in our apprenticeship courses. Unfortunately, I can't say that they are doing well, since they do not seem to be able to learn too fast; but then we cannot expect too much. They will improve once they learn more English, and if they try a little harder. I am especially concerned with Spanish-speaking people as I spent two weeks in Mexico and I loved it. We went to some border cities and they live such simple lives. When you are in this country, which is so technically advanced, and where poverty is almost non-existent, you wish you could go back. I am really fond of your people. I even have pictures of us shaking hands with some of the Spanish-speaking students. We want to help; of course, there are some rules . . . ."

The program was never set up. After a polite conversation, Ms. Fernandez refused to work with Mr. Brown.

STEM QUESTIONS

I feel Ms. Fernandez refused to work with the principal because _____

_____

To me, the way the principal acted shows _____

_____

When the principal uses the word *"they,"* he means _____

_____

If I were the principal, I wouldn't _____

_____

If I were Ms. Fernandez, I would _____

_____

BIGOT, BIGOT, WHO IS THE BIGOT?

THE STORY

John Nole has been appointed Director of Research in the Metropolitan City School District. No Native American person has previously held such a high position in that system. Naturally there is a good deal of interest and curiosity about the appointment. There is a good deal of talk among employees of the Central Office about Mr. Nole's personality, training, experience and the wisdom of the appointment.

Our story involves such a conversation between three persons in the central administration. The three characters in the conversation are Fred Lilly, Barbara Pool, and Tom Waters.

Fred and Barbara are engaged in conversation over coffee. Both have the usual curiosity concerning the appointment of John Nole, but neither of the two seem to oppose it. Fred points out that it is probably good that a Native American person has been appointed to a responsible position on the central administrative staff since the system has a substantial number of Native American people. Barbara comments that Mr. Nole seems a "decent sort of fellow and seems to know what he's doing."

After some conversation between Fred and Barbara, they are joined by Tom, who injects a new tone into the conversation. Tom is adamantly opposed to the appointment and hints at "pressures" to appoint a Native American, regardless of his qualifications. He points out that Nole's undergraduate work was done at some all-Indian college, Haskell Institute, he thinks, and implies that those kinds of institutions are inherently inferior.

At this point Fred and Barbara alter their previous positions and begin to agree with Tom. Tom goes on to point out that Mr. Nole did not distinguish himself in graduate school and he questions whether or not Nole knows anything about research. Fred and Barbara agree that there is no evidence that he does.

Barbara makes the point that the Native American push for civil rights has caused much unrest and that the country is "worse off" as a result of it. As Fred and Tom agree, Barbara goes on to say that "incidents such as the ones at Wounded Knee and Gresham, Wisconsin only reinforce attitudes we have about those people."

Tom makes the point that there are certain areas in which Native American people cannot be expected to excel and that research is one of them. Fred and Barbara agree.

It is now time to return to work. The conversation ends with the consensus that the appointment of Mr. Nole was a mistake.

THE STORY–STEM QUESTIONS

To me, one reason why Barbara and Fred agreed with Tom is _____

_____

John Nole was/was not stereotyped because _____

_____

Prejudice is _____

_____

Bigotry is _____

_____

Before Tom joined them, Fred and Barbara _____

_____

To me, John Nole _____

_____

When Barbara says that John Nole "seems a 'decent sort of fellow,' " I think she means _____

_____

_____

WANT ADS

Select one of the want ads and fill in the following:

1. Sex M _____ F _____ Either _____

2. Age _____

3. What does the person look like? _____

_____

4. What kind of education has he/she had? _____

_____

5. What skills are necessary for the job? _____

_____

6. What hobbies might this person have? _____

_____

7. Where would this person work? _____

_____

8. When would she or he work? How often? _____

_____

9. How much might he or she be paid? _____

10. What other information can you predict about the person who would fill this position?

_____

_____

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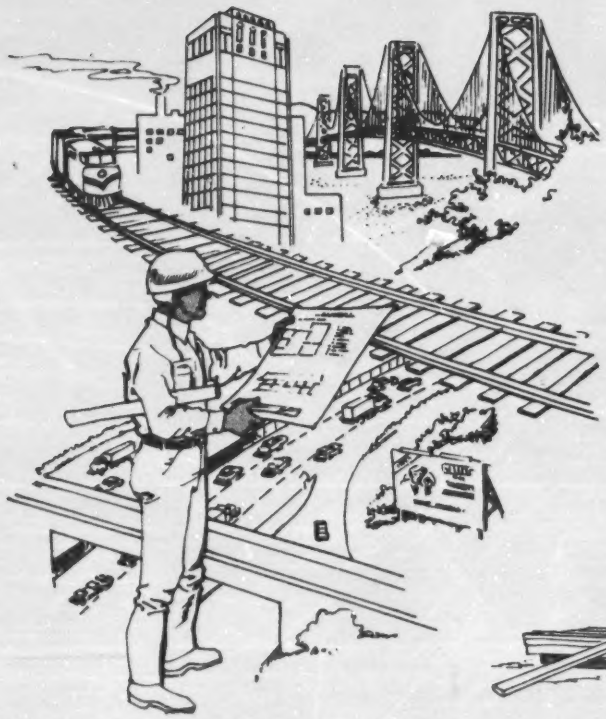
CULTURAL STEREOTYPES

NATIONALITIES CHECKLIST

In the spaces below, write two adjectives or phrases you were taught or heard as a child to describe the groups in this list. It is not necessary to fill in all of the blanks:

Germans	_____	_____
English	_____	_____
American Blacks	_____	_____
Italians	_____	_____
Russians	_____	_____
Mexicans	_____	_____
Poles	_____	_____
Swedes	_____	_____
Turks	_____	_____
Native Americans (American Indians)	_____	_____
Appalachian Whites	_____	_____
Jews	_____	_____
Greeks	_____	_____
Eskimos	_____	_____
Poor Whites	_____	_____
Indians (India)	_____	_____
Japanese	_____	_____
Hawaiians	_____	_____
Irish	_____	_____
French	_____	_____
Chinese	_____	_____
Arabs	_____	_____
Hungarians	_____	_____

CONSTRUCTION RESOURCE SHEET

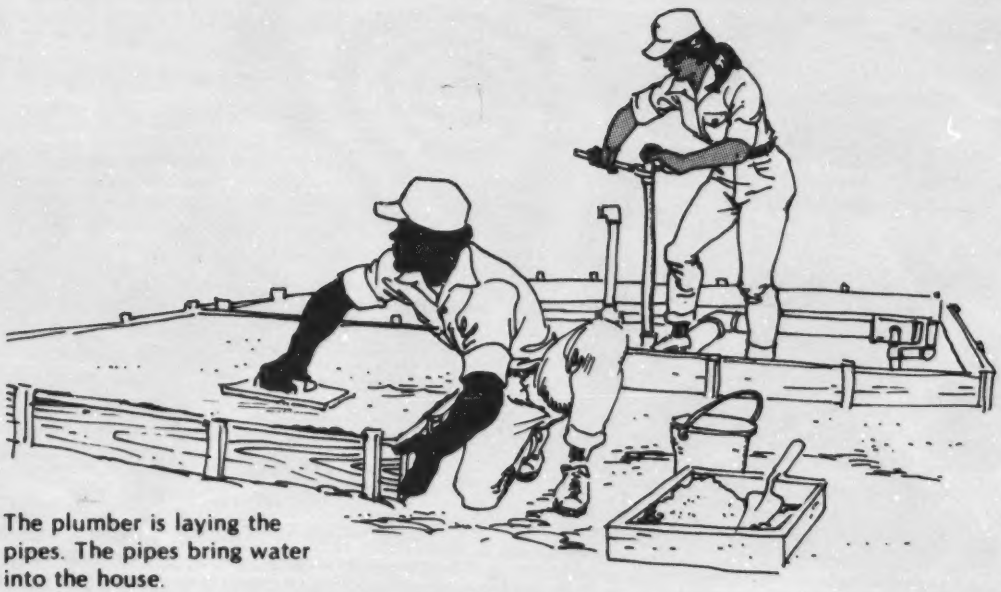


This man is a contractor. Contractors make factories, stores, and houses.

They also make streets, bridges, and railroads.

The people are looking at the blueprint. The blueprint is a plan for the house. The architect made the plan.

CONSTRUCTION RESOURCE SHEET



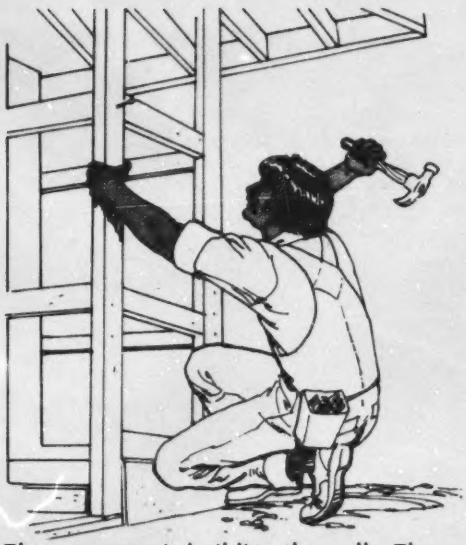
The plumber is laying the pipes. The pipes bring water into the house.

The cement mason is laying the foundation. The driveway and sidewalk are also made of cement.

The bricklayer is laying the bricks.

The bricklayer makes walls and fireplaces from bricks.

CONSTRUCTION RESOURCE SHEET

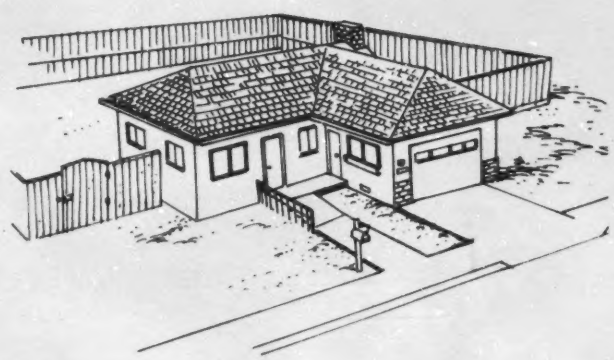


The carpenter is building the walls. The carpenter is building the roof frame.

The carpenter will make the floor and the doors and the cabinets. The carpenter will make all the wooden things.

This is a roofer. She is hammering shingles on the roof. The shingles stop the rain from coming into the house.

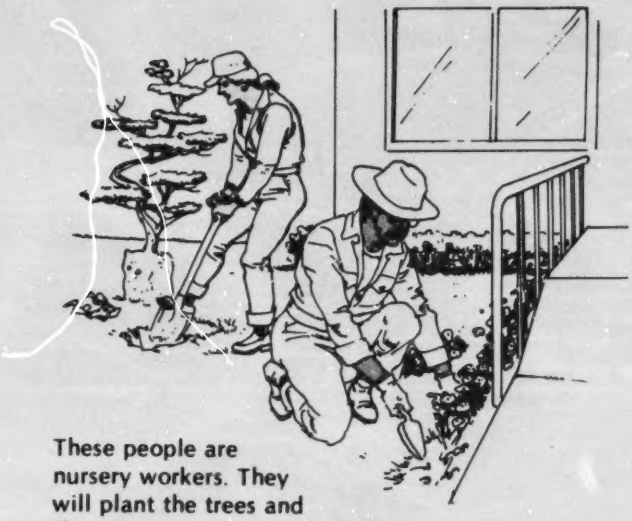
This is an electrician. She is putting wires in the house. The wires bring electricity into the house.



The house is finished.

CONSTRUCTION RESOURCE SHEET

This woman is a landscaper. The landscaper is planning where to plant trees and flowers.



These people are nursery workers. They will plant the trees and flowers.

These helpers are cleaning the yard and washing the windows.

This is a quiz. Please draw lines to match the pictures with the words.

plumber

cement mason

bricklayer

carpenter

roofer

electrician

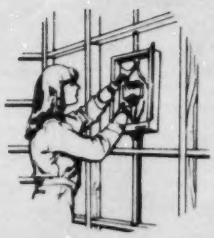
contractor

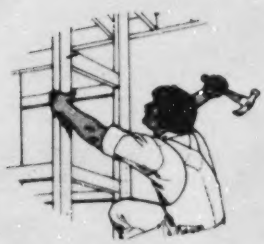
architect

landscaper

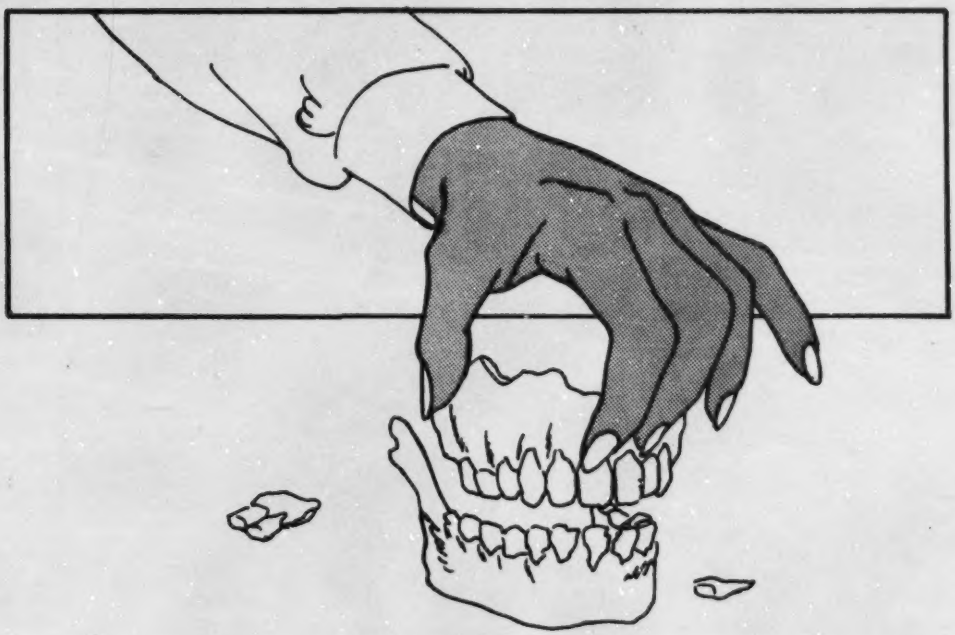
nursery worker

helpers





PEOPLE IN SCIENCE OBSERVE THE NATURAL WORLD



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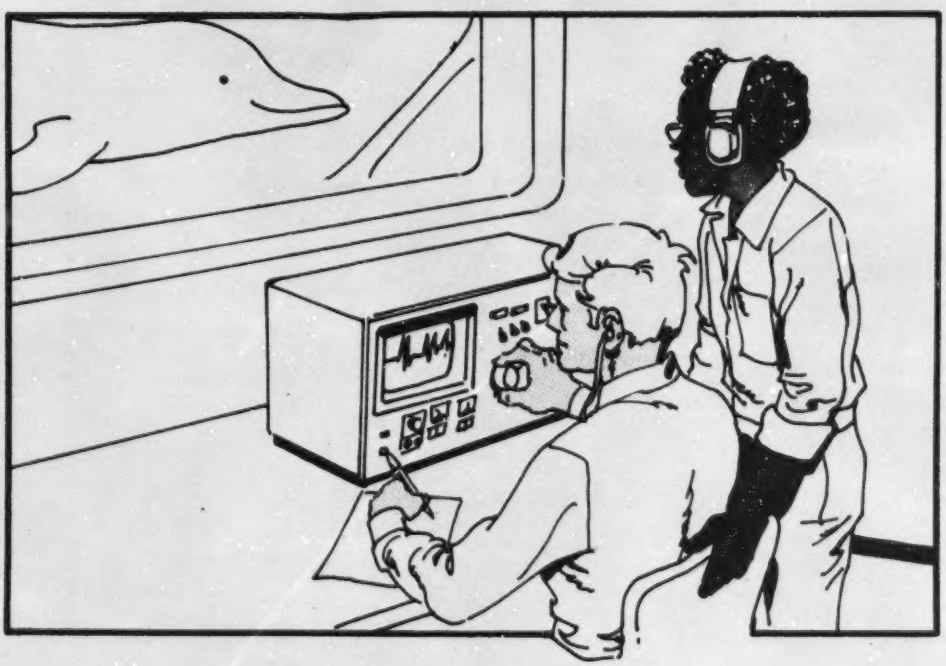
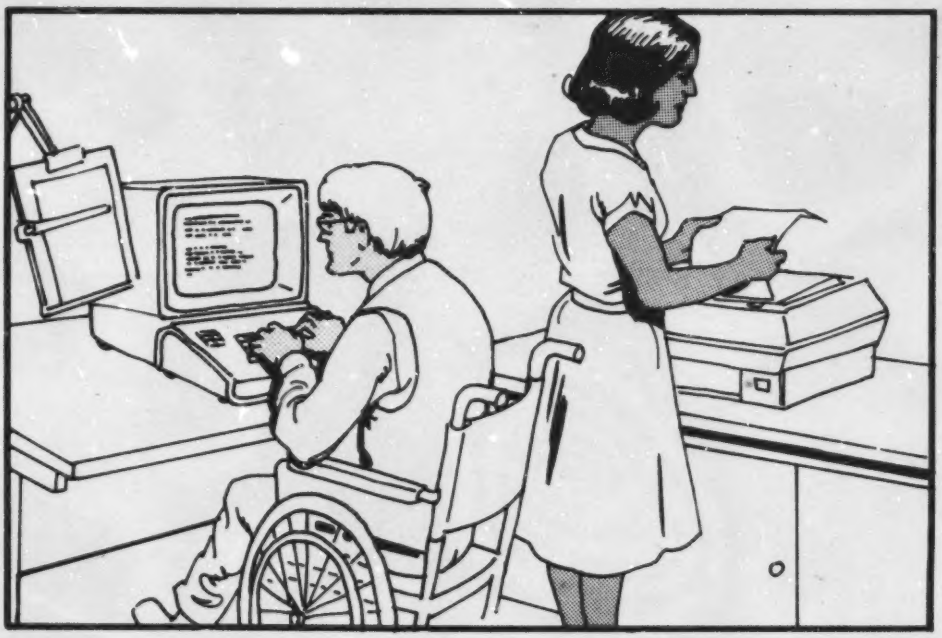


2

PEOPLE IN SCIENCE OBSERVE THE NATURAL WORLD



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